

# LIBRARIES AND SCHOOLS

## Public Libraries

(MONTHLY)  
(Except August and September)

Vol. 7

March, 1902

No. 3

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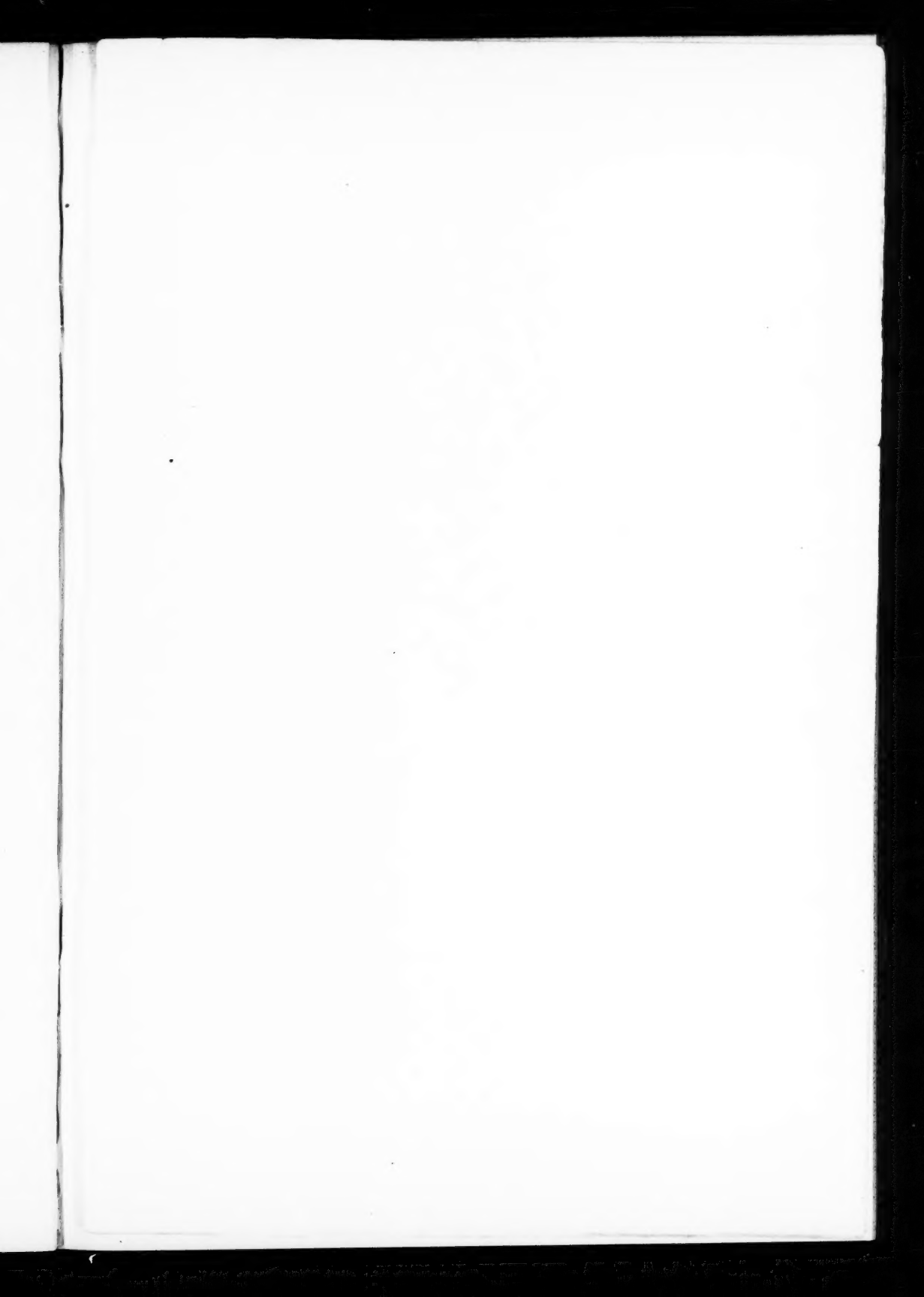
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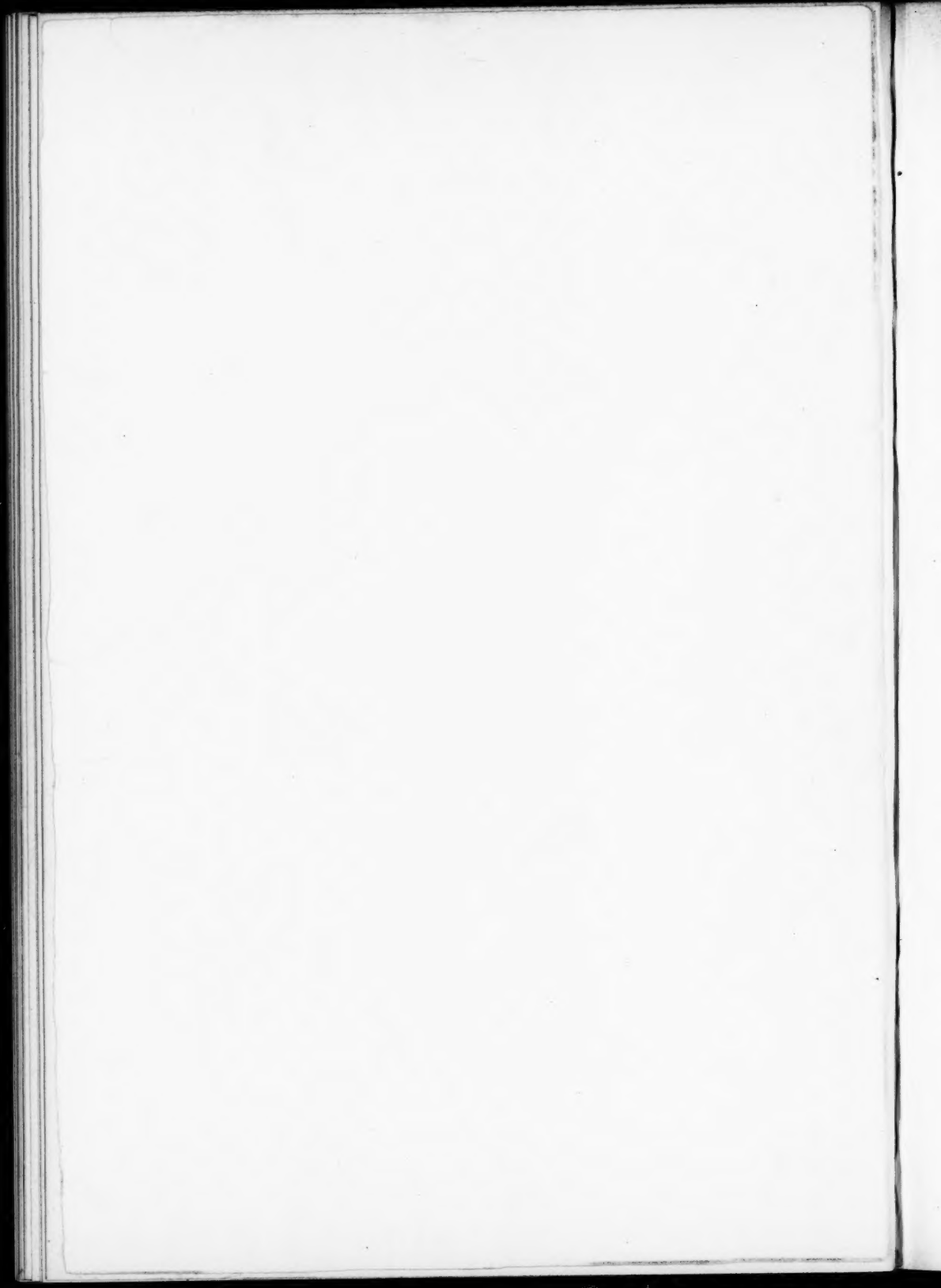
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# Public Libraries

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## Co-operation Between Libraries and Schools

I have been asked several times, as secretary of the Library section of the National educational association, for information as to what is being done by the libraries, particularly of the middle west, in coöperation with the schools.

That I might furnish authentic facts, I some time ago wrote a letter to the following libraries: Pittsburg, Pa.; Cleveland, Ohio; Cincinnati, Ohio; Indianapolis, Ind.; Chicago, Ill.; Milwaukee, Wis.; Minneapolis, Minn.; Kansas City, Mo.; St. Louis, Mo.; San Francisco, Cal.; and Denver, Colo., asking for a statement of their work embodying the efforts covered by the questions given herewith.

1 How far and in what way does the public library provide library facilities with the public schools particularly in mind?

2 How far and in what way do the public schools of — prepare and administer their work with a view of the public library supplying their needs?

3 How far and in what way is there professional relation between the libraries and the teachers?

4 What are the difficulties in the way of carrying out the plans in mind? a) On the part of the library? b) On the part of the school?

5 Is the public library at — interested in the proceedings of the National educational association?

6 Are the teachers of —, so far as you know, influenced by the work of the Library section of the National educational association?

7 Is there a local library association in —?

8 How far does its influence affect the assistants of the public library?

9 To what extent are the teachers in the public schools interested in this movement?

The responses were prompt and full for the most part. It seems worth while to give the answers in PUBLIC LIBRARIES, as there is much ground for satisfaction from the library standpoint at the work that is being done. There is also much incentive for other libraries to go and do likewise.

MARY EILEEN AHERN.

### Cincinnati Public library

I am free to confess that I am far from satisfied with the working relations between the schools and the public library of Cincinnati. Perhaps it would be better to say between the young people of Cincinnati and the public library. It is not clear to me that what is wanted is a feasible plan upon which to work. There are human elements in the problem which give rise to some of the difficulties. It is a case where leaders must reach out to influence humanity in the mass. It would not be possible, even if it were desirable, to make bookish men and women of all the children in the community. It would not be possible to reach the children through all their teachers. We must be content to avail ourselves of the agency of the few who are possessed with an ambition to advance themselves, and those dependent on them, in book knowledge. It has been

maintained that ambition runs through the whole human species, and that every man, in proportion to the vigor of his complexion, is more or less actuated by it. It cannot be doubted that there is as great desire of glory in a ring of wrestlers or hammer throwers as in any more refined competition for superiority; but it is not given to teachers, more than to any other group of human beings, to be alike in their ambitions and powers of application.

I believe that the work which a public library is to do among young people is quite distinct from the work which schools undertake. Some teachers would convert the public library into a mere storehouse of books. What such teachers want is that they may draw, on occasion, from the public library, books for supplementary reading in the schools. School books are classed as text-books and supplementary reading books; but the line of demarcation between these groups cannot be sharply drawn, and I fail to see why the public library should furnish any class of school books. In so far as its funds are drawn upon for such a purpose, alien to the primary object of a public library, that the people shall have an accessible and varied collection of books containing information upon every possible branch of learning, the library is weakened, and is less likely to be of value in its community.

I am on all fours with Andrew Lang in his opposition to any attempt to force good literature on children. A love of reading certainly can be induced in the impressionable minds of youth; but so soon as reading is, or appears to be, a task, the love of it is apt to vanish. By reading extracts from good books or sketching the stories contained in good books, children can be led to reading them for themselves. But this love of reading is not the only result to be sought. A love of reading can be carried so far that the mind takes on an absorbent habit, loses vigor of originality, and a great reader may become a vast intellectual sponge—constantly absorbing and never, even under pres-

sure, giving up what it has absorbed in any new form.

The public library, if it has not been weakened by use as a storehouse of school books or as a storehouse of literary raw material—but a discussion of that would carry me too far afield—is turned to by people, thinking people, who would confirm their inferences on topics under discussion, whether in their home life or business life. As it is now, these active, thinking minds are helpless in the presence of great collections of books. Their possessors do not know how to use a library; they do not know how to use single books. Perhaps of greater importance to the community than the creation of a simple love of reading is the training of some members of the community in the methods of using books and a library. This training cannot be given in the schools; these are not equipped with collections of books sufficient in number and variety.

At the public library of Cincinnati there is a children's room, and some discretion is used in the selection of the books on the shelves. A thousand children every day enter that room and for a greater or less time are in the presence of reasonably good books. In some of these children the result will be the budding of a love of reading. There is also in the library a study room. It is here that books bearing on topics brought up in the schools are placed, so that the young people may easily find the material which will help them in their compositions or debates. There is for the younger children a Story hour each week, when one of the attendants talks to the children of books—their mechanical as well as intellectual make-up. There is no question that through these talks children are led to read books which they might not hear of from their parents or associates.

As likely to induce serious reading, the exhibitions this year will be mainly in three series. Only one of these series will be of much interest to school children. This series of exhibitions

will bear on the history of the United States. The first exhibition was on Pre-Columbian America. The exhibition consisted of relics of the time, and was accompanied by an elaborate bibliography and a shorter guide to the study of Pre-Columbian times. The guide was divided into two parts—the first giving references to portions of books which might be read to advantage by younger children, and the second containing similar references for the benefit of the older boys and girls in the high schools.

A love of reading could be fostered by the deposit of books in the schools, but this the library funds have not justified as yet. I am more anxious to see the training in the methods of using a library well under way, but it must always be kept clearly in mind that only here and there will be found a boy or girl who will take hold and get the best from any such training. The Study room was planned partly to facilitate the research work of the public school pupils. Right here there comes the difficulty of keeping 1000 teachers or at least 50 principals, up to the point of informing us promptly of the topics upon which the school children will need help. So far as the library, through its exhibitions and bulletins, is trying to illuminate special topics, notice is sent to the school principals or school superintendent.

It has been told of the London coffee house discussions, of two centuries ago, that in nine out of ten disputes the question was lost sight of after the first few sentences. I fear, as having obscured the primary object of this symposium, what I have written may be compared with the inklike sepia secreted by the cuttle-fish to cover his escape, and that some day I may be brought to book, as was Tom Puzzle, with What then? We grant all this, but what is it to our present purpose?

No one connected with the public library, to my knowledge, has taken part in the meetings of the National educational association. Whether the teachers of Cincinnati are influenced by the

work of that association, I am not in a position to say. Locally, there are a number of teachers' societies: a city association, a county association in which perforce the city teachers play a prominent part, and several minor associations, which endeavor to rouse the professional zeal of their members.

N. D. C. HODGES.

#### Cleveland Public library

The nucleus of the Cleveland public library was the old high school library, and after it was enlarged in 1869, and took upon itself the functions of a public library, it was known for many years as the Public school library and managed by the board of education, and until the past year it occupied a part of the school headquarters' building. The relations between the library and the school have always been of the closest and most friendly nature, and the library has always been largely used by both teachers and pupils. Since 1884 special cards have been issued to teachers in the schools, permitting them to draw a larger number of books for use in their work.

The plan of issuing collections of books to teachers, to be retained in their rooms and used as branch libraries for the families represented in the schools, was adopted in 1889, and has been carried on successfully since. Under this plan teachers select 50 books with the advice and assistance of the station's librarian. These are issued to them for the entire school year, with the privilege, however, of exchanging them in part or whole at any time. Books have been placed in more than 100 schoolrooms yearly by this plan. The number is now less than that, as this plan has been in part superseded in many outlying districts, by placing a larger collection of books in the building for the benefit of the whole school, making a deposit station, and putting it in charge of an assistant from the library.

The first plan has the advantage of close attention from the teacher, who

can influence and direct the choice of books by the pupils, and assure herself that they are reading carefully. The second is more economical of time and more systematic. In some schools having stations most of the advantages of the first plan are secured in the second plan, where the teachers are sufficiently interested to remain with their pupils for an hour and assist them in the selection of books.

The library has also for the last six years operated the library of the Central high school as a branch. This is located about two miles from the main library building, and has about 5500v. in its own collection, to which are added several hundred from the main library. This has been very successful, judging from the estimate placed upon its work by the principal and teachers of the school. Although it issues a considerable number of books for home use, the larger part of its value to the school is found in the reference work and reading which is done in the library room in the intervals of recitations, and which could not be done except in a library in the building.

The library has also recently established a deposit station in the East high school which it hopes to enlarge, and the other high schools will be glad to have the work extended to them as soon as we are able to reach it.

Special privileges have been given to the teachers and pupils of the Normal training school. A course intended to give the pupils of this school such a knowledge of classification, of bibliographies, and of catalogs as will enable them to use the library intelligently is being given by Miss Prentice. The junior class, divided into three sections, studies the library one afternoon of each week. Miss Prentice also gives a course in the study of children's books, of which an interesting account may be found in her paper in the proceedings of the American Library Association for 1901.

At the request of the superintendent of instruction we have bought largely such books on pedagogy and the his-

tory of education as were recommended to be read by the teachers, duplicating to meet as nearly as possible the demand. It has also kept the needs of the schools in view in its general selection of books, and has frequently met special demands by special purchases. It has during the present winter carefully gone over the course of study, with the assistance of the supervisors of the schools, and duplicated largely the books referred to other than textbooks, for both the main library and the branches. It has also added books relating to certain artists and pictures which are being studied in the schools. One copy of each of the books for picture study, which are to be found in the circulating departments, is held in a special collection in the department for reference use until the special need is past, the collection being changed from week to week as the subjects of study are changed.

The library has also prepared bulletins for special days and subjects for use in schoolrooms, has published lists of books for the holidays observed in the schools, and special annotated lists of books for their grade pupils prepared by a teacher in the public schools. The library is also supplied with a sufficient number of the published courses of study in the schools for the use of all assistants, who are expected to familiarize themselves with these, and thus be able to answer inquiries and supply needs more promptly and certainly.

Teachers are encouraged to make known their prospective wants, so that the material may be looked up in advance and be ready when asked for.

No attempt has been made by the library to supply such large numbers of a single book as to enable all the pupils of a class to use it at once. This is clearly a part of the school work. The function of the library, as recognized by both the school authorities and the teachers, and by those in charge of the libraries, is that of rendering more attractive the course of study and enriching it, of giving to the pupil a broader view of the subject

than can be had from a single text-book or from the instruction of a teacher during the recitation hours. The value and importance of this to the schools is clearly recognized in the fact that much of the work laid out in the upper grammar grades and in the high schools is outside of the range of the text-books, and can only be accomplished by the aid of the library.

Two things appear very clear from the work already done in Cleveland. First, that it is absolutely necessary to bring the books within convenient distance of those who should use them. This is true both of branches and stations and of schools. During the past nine years Cleveland has established a system of branches and stations from which over 60 per cent of its circulation is issued; but this has not lessened the use of the main library, which has grown from year to year and is now much larger than before any branch was established. The library has simply been placed within reach of those who would not otherwise use it. This is just as true of the books placed in schools. These are issued to pupils, and to families who would not have the use of them if it were necessary to go any considerable distance for them. It is interesting to know that a large part of the work of the branches and stations is directly for the benefit of the schools, the proportion being greater than at the main library. Second, it has shown the great value of the personal supervision on the part of a teacher of the reading of her pupils. The wise teacher who knows children and knows good books can do so much more than anyone else, except the parent, to place the right book in the hands of the child and to secure a careful reading of it.

It is an important thing that these small libraries should be administered according to approved methods in order that the pupils be instructed to use a library properly, and that they understand that these are a part of the larger library which they are invited and encouraged to use.

W. H. BRETT.

#### Denver Public library

This library has been in a state of organization for the past two years consequent on the consolidation of the city library and the public library. We have been recataloging for the past two and one-half years, and the work has been done in other buildings, the books only being brought here after they were ready for the shelves, consequently we have been carrying on the work with part of our tools and are but just organized. The building which we occupy is not large enough for our purposes, being crowded in every quarter, although we rent a separate room for cataloging and as a reference department for public documents and state reports.

It has been impossible to do more than attend to the mere routine of circulation and reference work. We give teachers special cards, without a guarantor, allowing them to withdraw 10 books at a time (not fiction) and grant them more privileges when an emergency arises.

I do not know how much the teachers do to get their pupils to consult the library, but they are here considerably for serious work in the reference room. All of the high schools—there are four—have creditable libraries. One of them, the one which formerly had the Denver Public library, has a most excellent one, having retained most of the reference works it contained. There is no professional relation between the teachers and the librarian, except individually. The only thing that stands in the way of such a relationship is the lack of a place in the library where they might be met as a class and where the plan of coöperation might be discussed. In the new building—but why digress?

The library is interested in the work of the N. E. A., has most of its publications, and appreciates the efforts that are being made by the Library section to foster intimate relations between schools and libraries.

How far the teachers of this city are influenced by the work of the N. E. A. I am not in a position to know, but as they rank high in their work I presume

they take more than a passing interest in its labors.

No local library association in the city at present. C. R. DUDLEY.

#### Detroit Public library

The public library of Detroit has placed in each of the three high schools of the city a carefully selected reference library. The books were selected by the principals and teachers of those schools with a view to class work of their pupils. They are not strictly reference books, such as dictionaries, cyclopedias, but are books of history, biography, literature, and various branches of science. In some instances several copies of a book are supplied to make accessible to a large class the references which are given them and upon which they are required to recite. The books, which number altogether some 5000, are in the immediate charge of the school librarians. They are permitted to circulate among students under school regulations. Though permanently placed in the school libraries, they remain the property of the public library and are so labeled. They are inventoried annually, and missing or destroyed books are paid for by the Board of education. Their home circulation is counted in the statistics of the library, but not their reference use.

The public library also supplies some 7000 books, which are sent out as traveling libraries to 63 grammar and primary schools of the city, taking in all the grades from the third to the eighth inclusive. These books were chosen by a committee of teachers appointed by the superintendent of schools, which worked in consultation with the librarian. The books were bought by the library in sufficient duplication to meet the views of teachers. They are not intended to be used in connection with studies, except incidentally. Some which have a bearing upon history or geography are conveniently brought into class work; but they are for the most part intended for miscellaneous reading, and comprise those English classics suited for young people which

everybody of fair education is supposed to have read in youth.

The books are in charge of the principal of the school, who assigns those of different grades to their proper rooms. They are permitted to be drawn by the children and taken home to be kept for a period of two weeks. No reader's card is used. Every child in the school is equally entitled to use of the books, and only a memorandum ticket is filed by the teacher, who gives them out to show who has the book and when it was drawn. Statistics of this circulation form a part of the statistics of the library.

This service to the schools is brought about by a contract between the Library commission and the Board of education, under which the former agrees to supply the books and keep them in repair, and the latter agrees to be responsible for their proper usage and accounting for, and also to provide boxes for packing, and for transportation between the library and the school-houses. The books of the several grades are assigned by the library assistant in charge of this work to the various schools on the basis of the enrollment in the grades, and are carefully packed in the boxes. The Board of education teams take the boxes to the schools and return them to the library, upon notification. This shifting of the supply is done at intervals of about six weeks, or about five times a year.

The extent to which the schools prepare and administer their work with a view of library coöperation has already been indicated. So far as the high schools are concerned, this is very extensive. Having a permanent supply of these books always at hand in the building, the teachers are able to arrange their courses of instruction with a view to the best results. So far as the grammar schools are concerned, the library books are available to a considerable extent in geography and history. Requests of teachers for assignments of books for such use are always observed.

The relations between the librarian and the teachers are very cordial. The

former has assisted in the making up of lists of desirable books, and special favors in the way of lending a quantity of books from time to time for special purposes have been invariably granted. He has also, by invitation, addressed the teachers on the subject in their local association. On the other hand, the teachers appear to have the kindest appreciation of the library. Many of them are very enthusiastic on the question of reading good books, and often send their pupils to the library to take out cards for the purpose of getting additional books for the use of themselves or other members of their family.

The plans above described appear to work very smoothly. They have been in operation now some 15 years, and there has not been the slightest friction in any part.

The public library of Detroit is interested only academically in the Library section of the N. E. A. It encourages the movement on general principles as being in the right direction. Throughout the country generally there is need of a better understanding of the question, especially on the part of teachers and school authorities. There is no evidence that the teachers of Detroit have been influenced by the N. E. A. in respect to this library work. Their education began some 15 years ago, when the present librarian and the then superintendent of schools laid their heads together and devised and put into operation the system which has since been followed with such good success. At first teachers generally regarded it with indifference, as some of them now do; but gradually their interest was attracted, until it is very easy to see that in most schools there are teachers who have a lively appreciation of the advantages of having a good supply of library books at their hand. Not a few of them are full of enthusiasm on the subject, and do not hesitate to make the fact known. That sort of thing is contagious, and we confidently expect that in time it will have leavened the whole lump.

H. M. UTLEY.

#### Indianapolis Public library

1 This library does everything in its power to further the work of the schools. Books are purchased in quantities when it is known that they are needed—nature books; travel books to illustrate geography work, etc. Upon request received from teachers books desired are ordered by mail.

Any principal of a public or private school may ask to have sent to her building 50 books, to be used by the pupils. These may be retained during the school year if necessary, or may be returned at any time and exchanged for others.

During vacation some of the schools in the outskirts of the city are kept open as playgrounds. To them books are sent for use in the summer.

Each teacher may have issued to him, in addition to his personal card (with which he may draw two books), a teacher's card, with which he may draw six books at once from the miscellaneous library.

2 The high schools and upper grades use the library daily in connection with their school work. Pupils are given work that requires library use.

3 Limited means prevent our doing as much for the schools as I should like. The schools are glad to carry out any of our plans.

4 Indirectly.

5 Many attend its meetings.

6 No.

E. G. BROWNING.

#### Kansas City (Mo.) Public library

There is, no doubt, in every library the vexed question, not what we are doing, but what we would like to do had we a sufficient number of books. The Kansas City Public library has a children's department, with a very complete analytical card catalogue of the books therein, made with special reference to the needs of school children; there is a competent assistant whose constant effort is to make the books in this department more helpful to the children. Continuing this work into the schools, there are eight substations

in as many outlying school buildings, to which are sent each month from 250 to 450 books, to be distributed to the parents and children through the courtesy of the principals, who gladly assume this responsibility. Many books are duplicated to supply these substations. For more advanced study there is a large, well-lighted room on the second floor of the library, furnished with the necessary tables and chairs, containing dictionaries and reference books of various kinds for the sole benefit of the students of the high schools. The teachers notify the librarian several days in advance of the subjects to be assigned the students for special study in the library. The books are selected under the supervision of the reference librarian, and every assistance is given. The books are withheld from the shelves not longer than 10 days. Individual subjects are sent directly to the reference librarian and are given special attention.

You ask, is the public library of Kansas City interested in the proceedings of the National educational association? In answer:

What makes the lamb love Mary so?  
Oh! Mary loves the lamb, you know.

A prominent librarian once asked me why teachers have so poor an estimate of librarians. I repeated a little incident in which a librarian was a member of a committee composed otherwise of school principals. A memorial was to be presented to a prominent official and the question of an inscription arose; the librarian suggested "from the employés," etc., but was promptly met by the assertion that the word employés would, of course, apply to the janitors and library staff, but that teachers were professional people. The National educational association usually draws a large contingent of the Kansas City teachers. The present vacation fad, however, is summer schools and special courses in universities.

Among the many sources of annoyance both to the librarian and to teachers is the selection, by the teacher, of indefinite subjects and subjects to be

found only in rare and out-of-print books. We frequently devote an hour or two to helping a class of poor little bewildered children find the name of the first American buried in the Hudson river, or some equally misty subject. Classes of from 100 to 200 pupils are sent to the library for reference to be found only in books that are few and rare; the time of the pupil is wasted; the teacher, not knowing the condition, is indignant, and the librarian exhausted. Other teachers condemn the library because Samuel Sewall's diary, and similar out-of-print books, may not be used for class work by the pupils—and refuse a volume of well-edited extracts. A few minutes' consultation with the librarian, even by telephone, would remove many of these difficulties. Leaves of Grass, Herrick's poems, and many similar books, are called to the attention of the pupils by the teachers, purely through ignorance of the contents.

The whole subject may be summed up in a few lines. Teachers, even in large cities, as a class, are in semi-darkness in regard to belles-lettres, and totally ignorant of the resources of their own libraries. We have not organized a local association; having but one library, it is hardly necessary.

CARRIE WESTLAKE WHITNEY.

#### Milwaukee Public library

I am very glad to furnish you the facts you request. The connection between the public library and the school system of Milwaukee is very close. We furnish suitable reading matter for a large number of the classes in the city, sending 30 to 40 books to each school-room for the use of the children, permitting them to keep them from six weeks to two months. The teachers depend upon us for this work, but we do not, of course, furnish text-books or supplementary reading. The school authorities furnish each grade with three or four sets of 30 or 40 books, each of the very best literature. These books are used in class and do much toward cultivating an interest in the best of reading. The children must

read the supplementary readers furnished them, and we hope to offer them such excellent material for outside reading that they will desire to read it. In order to carry out this work there is a continual interchange of opinion between the teachers and the library.

Both the public library and the teachers of Milwaukee are interested and influenced by the work of the National educational association.

We have a local library association in Milwaukee, but I am unable to state how far its influence extends.

I believe that the teachers of the city are much interested in the library movement, although I think they realize that the work that is expected of them taxes them to the utmost, and they naturally turn to the library for the work that is complementary, and in a broad sense different from that undertaken by the schools. As librarians I think we should bear in mind that we can do our best work only when we do not consider the library an adjunct to the public school system. Last year we circulated through the schools over a hundred thousand books. We have been doing this work for a number of years and its scope is limited only by the material at our disposal. Of course you understand that the work of the children's room is carried on in the same manner.

It would be a distinct advance if we could induce everyone interested to bear in mind that the library has a distinct and individual work to perform just as the school system has, and neither one is an adjunct to the other. They are two phases of the same movement whose aim is to develop the character and improve the citizenship of the country.

If I can give you any other information I shall be glad to do so.

GEORGE W. PECKHAM.

The following notice has recently been sent out by the Milwaukee Public library:

To the teachers of the schools of Milwaukee:

The trustees of the public library de-

sire to thank you cordially for the interest that you have taken in aiding them in circulating books among the children. They bespeak your further assistance in developing in your pupils a respect for the property rights of the library, and beg that you will call to their attention the importance of using the books in such a way that they shall not be defaced or soiled, and thus rendered disagreeable companions for other readers. Please explain how improper it is to mark passages with pencil or ink.

Surely we may all profit by this advice often seen in the books of Colonial days: Read slowly, pause frequently, think seriously, finger lightly, keep cleanly, return duly, with the corners of the leaves not turned down.

Sincerely,

GEORGE W. PECKHAM.

#### Minneapolis Public library

The Minneapolis Public library makes a special effort to provide library facilities for the public schools of the city. We buy large numbers of books for school use, sending them in the form of traveling libraries into 40 schools. In addition we have special facilities for helping teachers and children at the central library, at three branches, and at eight stations.

The teachers avail themselves very largely of the aid of the library. Students are sent to us for collateral reading, to look up material for debates and essays on special topics. There is the most friendly and cordial relations between the librarians and the teachers. The librarians are constantly appealed to by the teachers for all sources of help, and the librarians are always willing and ready to respond to whatever want is made known.

The greatest difficulty in the way of carrying out the plans of coöperation is the lack of money. There is a disposition in many important people to belittle children's reading. We count this a hindrance.

We are very much interested in the proceedings of the National educational

association, and we are availing ourselves of the coöperative plans of work laid out by the Library section. We expect to demonstrate in a large degree our interest at the meeting next summer.

The president of the school board and the president of the State university are ex officio members of our library board, and are very important men in their places.

JAMES K. HOSMER.

#### Carnegie library, Pittsburg, Pa.

Since December, 1898, a collection of duplicates of the best books in general circulation has been made to meet the wants of the different grades from kindergarten to high school. In addition to these each teacher is allowed six books on her own card. The work has been enthusiastically met by the teachers. A graded and annotated catalog of books for the use of the schools was prepared jointly by the teachers and the librarians in 1900, and by this means the work was reduced to a system.

The collection of books for use in the city schools now numbers over 10,000v., the demand for books having steadily increased since the catalog was issued to the schools. The shelves were emptied early in the fall term, but many of the schools are still asking for more books; some principals say they could use "as many as you can send us." This increasing demand for the books is very encouraging; however, the main object is not so much to circulate an unlimited number, as to secure the best possible results from those already in use. This will largely be an outgrowth of the use by the teachers of the Annotated catalog, and also of the story-hour and informal talks about books for the children.

This year the teachers and principals first used the catalog in making their selections, each school sending the library a list of books wanted. Although the lists were invariably larger than could be supplied, the method was found to be a great help to both school and li-

brary, since the choice of books was thus largely left to those best acquainted with the work and character of each school. The number of schools supplied with books now exceeds 50, including, besides public, a few industrial, private, and parochial schools. The monthly reports sent in by the schools give some idea of the use made of the books, although they cannot show the large number of parents or older brothers and sisters reached by the books taken home by the school children. In addition to this the statistics cannot show another important item—the use of the books for reference in classroom and study periods, which is the way they are chiefly used in the high schools. Hence the reports show merely the number of books issued for home reading, but do not include classroom use, or additional circulation in the homes. In spite of these omissions, the circulation for November, 1901, was 9651v. Last year the highest months ranged from 5729 to 8748, the total for the eight months, November, 1900, to June, 1901, inclusive, being 42,332v.

During November and December over 300 mounted pictures and book-covers have been loaned to the schools. These pictures are helpful in teaching history, geography, and science, and make the work in drawing and painting much more interesting to the children, who tire of the copies in their books. During the summer the supervisor of drawing issued a graded list of pictures for study in the schools this year, and, with this as a basis, the library made a number of complete sets of bulletins and reference lists on both artist and picture. The bulletins were made of reproductions of the pictures chosen, each grade having a separate bulletin and reference list. These have been much used both by teachers and the supervisor, and several requests for additional sets have been received. Bulletins illustrating historical events or special days are also often made for individual teachers.

An outgrowth of the story-hour at the library is the story-hour in the school,

especially in remote ones, and this is now being carried on in three industrial and three public schools. Attendance is made voluntary on the part of the children, the story-hour being held after school hours, once a week. The stories are told by members of our Training school for children's librarians, and are selected with a view both to entertainment and to literary education. In the upper grades, series stories, such as the *Tales of Troy* and the *Nibelungenlied*, have been gradually introduced, together with those from more modern literature and history. In one school where only three rooms attend the story-hour each week the attendance usually ranges from 115 to 153. The principals of the schools where the story-hour is now held have taken great interest in it; next year other schools will probably follow, and the story-hour may thus grow to be a very important part of the library's work in the schools.

This report includes only the work done through the Central library. In addition, each branch does much work with the individual teachers of its district, both in the library and in the school. Special shelves are reserved in the children's rooms for the teachers, and the children do much of their reference work with the direction and help of the librarian. In very few cases are school duplicates sent into schools near branches, since in these districts the schools and the library come into close contact.

E. H. ANDERSON.

#### St Louis Public library

We have now 269 sets of books for circulation in the schools. Each set consists of 30 copies of a book carefully chosen for a certain grade. It is better to send 30 copies of the same book than 30 different books, for two reasons: first, because it enables the teacher to have class exercises; second, because the interest of each pupil is greatly intensified when all his classmates are reading the same book. It gives them all a common subject of

conversation, an edifying topic to supplant the vulgarities of boys and the inanities of girls. And this is one of the incidental benefits of literature in the school, which is of no small importance.

These sets of 30 are sent to schools on request of their respective principals, to be kept two weeks, with privilege of renewal for two weeks more. The books may be used in any way the teacher prefers, either in school or at home. We began with the youngest children, going gradually upward through these stages: first, nursery rhyme and picture-book (which could be, and by at least one principal were, used in the kindergarten); second, the fairy tale; third, the myth; fourth, the mediæval legend; and so on to biography, history, and drama, culminating in Shakespeare's plays for the eighth grade, with striking biographical and historical episodes and nature studies, and stories inserted all along the line where they were likely to be understood and enjoyed. I wish to emphasize "enjoyed." That should be kept in view as the immediate object of this reading. Let it be ignored, and the ultimate end is made more difficult, if not impossible, of attainment.

Of our grammar schools 33 made constant use of these sets, 20 used them occasionally, and 33 made no use of them. Most of these last are outlying schools, to which the library was unable to send traveling sets, while some reported that they had a sufficient supply in the books furnished by the board of education. Fourteen schools, among those mentioned above as too far distant to be supplied with the traveling boxes, were made depositories, or branch libraries, with as many as 50v. to each room. Six night schools, also, were supplied with sets of books. Through these agencies a total of 119,708v. was issued during the school year, nearly double the number of the previous year. If the library can provide the books, I believe the issue will show an equal ratio of increase next year.

Well, the skeptic may say, What of it?

Suppose the children did read so many story books, what does it signify?

A consensus of the St Louis teachers who have welcomed the aid of the library is that general reading is "helpful in all the studies;" that it possesses "as high a value as anything taught in the schools;" while two teachers consider it "worth all the rest of the school work;" that it is "of immeasurable value to all pupils, but especially to the poor child;" that "pupils who do most and best supplementary reading succeed best in all their work;" that it is "a great aid to discipline directly and through effect on character;" that "it puts children in a better and happier frame of mind, more conducive to study;" that "its influence is mainly realized in conduct and character;" and, finally, that "the books taken into the homes have been helpful to the entire community." Could we ask for anything more? Promotes progress in all studies! aids discipline! improves conduct and forms character! and, lastly, reaches out into the homes and educates parents and older brothers and sisters!

And now, as a climax and summary to this testimony from teachers, I must quote, though it be for the nth time, these words of Pres. Eliot:

From the total training during childhood there should result in the child a taste for interesting and improving reading, which should direct and inspire its subsequent intellectual life. That schooling which results in this taste for good reading, however unsystematic and eccentric the schooling may have been, has achieved a main end of elementary education; and that schooling which does not result in implanting this permanent taste has failed.

I send you a fairly detailed account of our work with the schools. To this should be added some particulars regarding the work done in the high school, about which the principal, vice-principal, and the teacher who had special charge of the work are quite enthusiastic. Briefly: we sent to them last year about 500v., including less than 100 titles. In addition to the works in liter-

ature, which constituted the large majority, there were also some standard histories, such as Green's History of the English people, and this year there has been a large addition to that department, including standard works on Greek and Roman history, most of them supplied in duplicate. I expect to make a full report on this part of the work at the close of this year. Now, to answer your specific questions:

3 There is not, to any great extent, professional relation between librarian and teachers, though the librarian is on cordial personal terms with most of the principals, at least, and teachers in the high school. The juvenile assistant makes periodical trips to the schools with a view of facilitating coöperation between school and library.

4 The only difficulty on the part of the library is lack of money. On the part of the school the difficulty to be overcome is the conservatism that still possesses some of the teachers. Some of them still fail to see that this general, or supplementary, reading would lighten their task and hasten the progress of their pupils, as is clearly shown by the testimony of teachers who have tried it.

5 Yes, I may say that the Public library of St Louis is interested in everything educational. It is interested in the tendency of educational movements; it is interested in the subject matter and the methods of education, for students and teachers look to it to supply them with books on these subjects; and the library has no doubt of the truth of what Dr Harper said in a recent speech in St Louis, that,\* "The library is the center, the hub, so to speak, of all higher education." "The library," he said, "is the main feature of a university." We believe, also, that the library can be made the chief feature of primary education.

6 I cannot say to what extent teachers of St Louis are influenced by the work of the N. E. A., but I know that a considerable number of them attended the meeting at Detroit. I think that

\*I am not sure of the exact words, but this was the sense and substance of his reiterated statement.

that which influences the teachers of St Louis probably more than any other one agency is their own Society of pedagogy, which holds weekly meetings at the high school. It works in the same way as the N. E. A.—through well-organized sections. It has for years been doing a good work, not only for the teachers of the public schools, but also for the general public of St Louis. It is an active, well-awake, progressive organization.

7 There is no local library association in St Louis. The nearest approach to this is the staff meetings of the public library. Outside of the public library there are only about half a dozen library assistants in the city. One of these attended regularly last winter certain of the staff meetings, which discussed cataloging and general principles of library management.

8 Partly answered above. The regular course of meetings, which were pursued systematically, I think proved both interesting and profitable to our own assistants.

9 A considerable number—though not a majority—of teachers in the St Louis public schools have become interested in the coöperation of the library in their work. I think there are very few, however, who have any particular interest in the library movement as a whole. What has been done the last year or two is simply the carrying out of plans that were formulated many years ago, which could not then be accomplished for two substantial reasons: one was that the library had not the money for the purchase of books, nor facilities for distributing them; and the other was that very few of the teachers were then prepared to accept its coöperation. Most of them then believed that general reading interfered with rather than helped the progress of pupils in their studies. Those who have made most use of the library are enthusiastic about it now.

F. M. CRUNDEN.

#### San Francisco Public library

We have been cultivating relations with the public schools for some time,

and I will endeavor to outline their present status.

1 The library issues to teachers special cards on which not more than 25 books may be drawn at one time by high school teachers, and not more than 10 by teachers in the lower grades. It is understood that the books are to be used in connection with the school work. As a matter of fact, they are taken for purposes of topical study, collateral reading, and also for the purpose of acquainting the children with good books for recreative reading.

2 Scholars are sent to the library and branches to make use of the reference books therein. We have six branch libraries and have provided them with the necessary books for this sort of reference work.

3 A graded list of books for recreative reading is printed in the course of study, together with the library numbers of the same. The children are expected to obtain and read a certain number of these books each term. In our Library bulletin we occasionally print reference lists designed to assist scholars in the study of particular subjects.

There are some difficulties in the way of carrying out plans in the minds of both schools and libraries which only time can remove.

This library is interested in the proceedings of the N. E. A. and is a subscribing member of the association. I cannot state to what extent the teachers here are influenced by its work. There is a local teachers' club and also a local library association—witness the Library association of California, and the two bodies have at least a speaking acquaintance with each other.

The influence of the library association on the assistants of the public library has been in the way of developing an esprit de corps. Its influence upon the teachers is not directly apparent.

If I had time I would like to write more in detail, but I trust some idea of the direction of our effort is here given.

GEORGE T. CLARK.

## Public Libraries

(MONTHLY)

Library Bureau	-	-	-	-	-	Publishers
M. E. AHERN	-	-	-	-	-	Editor
Subscription	-	-	-	-	-	\$1 a year
Five copies to one library	-	-	-	-	-	\$4 a year
Single number	-	-	-	-	-	20 cents

PUBLIC LIBRARIES does not appear in August or September, and 10 numbers constitute a volume.

THE generosity of Mr Carnegie toward the smaller cities continues unabated. Every day the papers contain announcements of sums ranging from \$10,000 to \$75,000 given to cities which fulfill the usual conditions, a site and maintenance—announcements so numerous that it would require a special record to keep them all. Mr Carnegie does not give without thinking of why and where the gift goes. Now if those to whom the money is given would only use the same care to inform themselves as to its proper disposal after it is received, much of the unseemly discussions and serious mistakes would be avoided. The trustees in many quarters are looking at these gifts from an entirely wrong angle. Librarians should make it a point not only to inform themselves on the latest ideas in library management, but place such information in reach of the trustees. Many of them need it sadly.

In reading the pages of English periodicals discussing library methods and ideas, one is frequently surprised to find the amount of feeling displayed, and personalities and recriminations indulged in, by librarians who differ in their opinions as to the value of various methods of library work.

A recent notable example of this is a series of articles appearing in the Municipal journal of London on the desirability of free access to the books by the public, or the open shelf system. One librarian opposed holds the field against 13 in favor of free access, and in the rapidity of invective and the force of heated argument some very amusing statements appear.

The adherents of open shelves are said to pay for losses out of their salaries, to "cook the returns," and the like, in order not to be proved mistaken in their position. It is said of one of the libraries in question, of 27215v., that it has a loss of 100v. a year, but that this loss is small compared with that in the following American libraries: Denver, 955v. a year; St Louis, 550v.; Buffalo, 500v.; Cleveland, 400v.; Minneapolis, 300v. "Open access has a fascination for the raw librarian," and "Small blame to the people who do steal when they are told that the library belongs to them," are some of the choice bits.

A turning of the force expended in all this to remedying the evils complained of would result in more lasting benefit to the library world at large, and reflect a larger measure of influence for good in the sphere of the disputants.

ONE of the items of interest to the library world is the recent announcement of a work that will be of inestimable value if it comes up to the claim that is made for it. This is no other than an extensive work under the title, American bibliography, by Charles Evans of Chicago. The announcement states that it is to be a chronological dictionary of all books, pamphlets, and periodical publications printed in the United States of America, from the genesis of printing in 1639 down to and including the year 1820, with bibliographical and biographical notes. It will be a privately printed, signed, and numbered edition. The complete work may extend to six volumes, published annually at \$15 a volume net.

Mr Evans is one of the charter members of the A. L. A., and was well known to the early "founders of the faith" in library work. In recent years he has not attended library conferences, but, as he himself says, has worked early and late to achieve the end which has been so often glowingly pictured by the orators—a national bibliography. For 16 years he has consulted every available source of information concerning American books and pamphlets with a thor-

oughness that can be vouched for by those who know Mr Evans' indefatigable energy in pursuing a congenial task, and this work is one which appeals to him strongly.

This work differs in plan and scope from any previous work, though the author bears testimony to the aid received first from Sabin's dictionary of books and from other early workers in the field of early American literature. Mr Evans has pursued his work without help or encouragement from any source, and deserves the thanks of every book lover for his courage and efforts and, what is of more practical value, the financial support which will permit him to successfully publish the fruits of his long and arduous labor.

We understand that the interest shown by foreign libraries in this distinctively American work is proportionately greater than among American libraries. This fact ought not to be added to the already deplorable fact that there are larger collections of early American books abroad than can be found anywhere in this country.

The A. L. A. Publishing board has just issued, through Houghton, Mifflin & Co., Library tract no. 4 on library rooms and buildings by C. C. Soule of Boston.

The publication of this pamphlet is a timely act in view of the widespread desire for information on the construction of library buildings by library boards, architects, and librarians. There is much helpful material in this tract; and no doubt it will be gladly received in many quarters.

There has been so much discussion from various standpoints on the subject of library buildings in the last few years, that many persons are coming to have well-defined ideas as to what is to be sought and what is to be avoided in planning library room. To such people many of the ideas as set forth in this pamphlet will appeal, while at the same time there will be some exception taken to some of the statements made.

One cannot help but wish that more emphasis had been laid upon free access to the shelves, the desirability and benefits of a children's room, and a word said for the extension of the branch library idea, particularly in the larger cities.

One of the noticeable things in the tract is the personality of the writer which pervades it. All who know the author will readily recall his extreme good nature and his disinclination to make others unhappy. He is one of the pleasant people who handle the foibles of other persons with velvet gloves. In this tract he has passed over very lightly some of the most unsatisfactory conditions in library construction with an air of tolerance which it is to be feared will be taken advantage of by the very persons who should be restrained by a timely utterance from the A. L. A.

In the chapter on Adapting a building, this is remarkable. When all has been done that is suggested by the writer in that chapter, if done properly enough has been expended in money, to say nothing of the trouble of planning, which, if added to the original cost, would erect a far better building. If a building be offered which can neither be adapted to the library plans without great cost, nor by the terms of the gift be sold, it would be far better to refuse the gift and cheaper and more satisfactory in the end.

Then with regard to the architectural competition. A plan that has nothing in its favor and everything against it, is treated as if it were a topic worthy of discussion. High shelving and galleries are treated in a similar way, though perhaps with less leniency.

A very valuable feature of the tract is the definite measurements with regard to floor space, shelving, book capacity, etc., that are given. The tract is uniform with the others issued by the publishing board, all of which should be easy of access in every library and frequently passing them to the laymen would be a tactful and helpful act. There is much good information in all of them.

### Libraries and the Schools\*

Emma Fordyce, Cedar Rapids, Iowa

No one has denied, for the last 50 years, that literature is reflected life. History, biography, fiction, poetry, and essay hold in their various queerly-formed fortresses of letters all that man has done, thought, or aspired, that has lived for other generations to know.

There are some who still deny that literature is the most potent chemism in the final solution called character except the living, human touch.

It is easy to criticise the public schools, but not so easy to forget that every unbalanced, long-haired, wild-eyed genius, who makes the discovery of the ages in a panacea for all the ills of human nature, may straightway hie himself to the public schools and insist that his ideas be taught the youth of the land.

An illustration in point of the foregoing is the way the W. R. C. and G. A. R.'s want patriotism taught in them by putting it into a book and having it recited therefrom. Not that either of these organizations are to be called cranks. They do a splendid work for the country they love. But they simply do not recognize that the best lesson in patriotism that can be taught any child is the devoted doing the best service, civic or military, by the parents in the home, and the soul-stirring lessons of devotion to country that literature teaches. A child who is ignorant of what the best books tell of it, cannot well serve a country with fervent patriotism.

In spite of the fact that it is easier to criticise than to build, many an American has not hesitated to say that the public school has not lived up to its opportunity in its use of literature as an educator, character-builder, and ideal-former.

It is with a pang of shame that every teacher realizes that the assassin of the President, who showed all the world how a Christian gentleman can die, was

a product, in part, at least, of the public schools. Surely it is the duty of this republic to so safeguard herself, if it be possible, that anarchy shall cease to exist.

Is it not fair to say that any work that will teach patriotism, high ideals, knowledge of what man has done, love of heroic action, service to men, love to God, that will do more to remove that blot on civilization than any one other, shall be encouraged by the state?

It is high time that we realized that one of the things we must have in our schools is a knowledge of how to use to the best purpose such a powerful lever for uplifting. To many a soul the voice of a book has told such visions that life has tended upward evermore.

Let us take it for granted, then, that literature is not an accomplishment or a time-killer, but among the most valuable of aids; that teachers believe and know that all along the way of the student should travel the angels of help, in Bible, poetry, biography, history; that she is willing and anxious to call them to her aid, because no education is worth the having, nor should it dare be given, that does not recognize the power of high ideals for growth and achievement. Let us accept the fact that literature—next to the living person—holds out the most helpful hand, the most inspiring incentives to youth. What shall the state do to help the schools? She shall furnish libraries. Yes. How? Where?

It is scarcely to be conceived that it should not recognize that the most dangerous thing that can be done is to put the tool, reading, into the hand of inexperienced, untrained citizens of the greatest country of the world, in the greatest century of time, without giving the hand the guiding help of honest character and high ideal. And yet the public schools have, in a measure, done just that, as the love of yellow literature, the disregard of law, and the villainy of the country plainly show. Not that the schools should shoulder the whole burden of guilt, for the greatest offender is the careless, ungoverned

\*From notes taken of an address before the Iowa Library association, October 9, 1901.

or ill-governed, unreflecting, irreverent home, wherein the father is too busy getting money, and the mother with having a fine home and her own pleasures, to take thought of those things invisible and eternal in the rearing of the children, and who think more of giving them pleasure than right standards of living, and of having fine apparel for the body than the wings of the soul grown of unselfishness and service and of high ideals of conduct. No school can take the place of the home.

It is well that a lad should add correctly or not at all, but also well that he should add to his mental store with his arithmetic, knowledge of great deeds done, of gentle-heartedness, of the things of knowledge, of the rhythm and prophecy of the great poets.

If this be true, close indeed should be the relation between the libraries and the schools.

First, centrally located libraries cannot do the best service because difficult of access to many. The books should be where the reader can get them when wanted.

Second, some one who knows the needs of school and student should aid in selecting the reading to fit the need.

Since not all teachers, indeed many teachers—since we have been raised on all text-books, hence little literature—are not qualified to do this, the first agent of help should be the county normal. Here, instead of grinding on technical English, for instance, teachers might and should be given training in the rudiments of library methods, how to select a good, small reference library, and, above all, how to use books to fit the lacks and needs of the child. This would take no extra expense or time, and would be the first aid to the injured needed.

Then, as buildings are erected for school purposes, let a library room be built in each. Here let the city librarian, aided by the teachers, select such literature as will best serve the purpose and install it permanently in the library room. Now put in charge of this room a teacher-librarian who shall help pupils

and teach teachers the best use of the material at hand, and we have a condition of things which will be of immense power in doing what all good schools strive to do, make wide-viewed, honest, well-informed, loyal Christian citizens.

It may be objected that one room would not accommodate all the pupils of a building. Granted; the books may be put in the rooms most needing them.

"Ah!" says the overworked, tired teacher, "here's another one who wants us to do hours more of work. We just can't! We have not time." Dear, tired, faithful heart! Don't you know half a dozen mechanical, ill-timed things that could be left out, and this heart-stirring, life-helping, soul-uplifting work of getting literature in touch with young life be done instead?

If we know better we shall do better in time. In the meanwhile let us all be getting ready for the work that shall surely come some day when people realize what makes for the best, for it can be unhesitatingly said that when the American people are once thoroughly sure a thing is best to be done it will be done. Witness the Spanish-American war! Witness all the educational changes of the last twenty years!

When teachers once find that we really want and will pay teacher-librarians, teachers will learn library work.

The state—the fair, proud young state of Iowa—has just fairly entered upon its library career. It is time her ideals of what shall be done were growing luminously clear. Is what I have advocated too much? Let the story of Billy answer. Billy, the saucy, ragged, oft-arrested little pirate, with his ideals all upside down and growing downward; with his big heart, his love of power, his wanting to do.

Billy's home couldn't help. Alas! it could but hinder. The school must do what it could. The library must do what it could. First, handwork for library and school. Then books warily selected and presented were turned in upon the lad's soul. The personal watchfulness of overworked teacher and toiling librarian held the light

steady, and after awhile knighthood, bruised and battered by its entrance into the dark and barred mind, took root in the soul's soil, and the light of knightly deeds made that seed grow. Only a little at a time could the change be seen, but it was a little.

Billy's ideals had started upward. Death came then slipping on the treacherous sands of the river, and Billy is now wise with the wisdom of the angels who serve continually and joyfully before Him. But the ideals started upward, our Faith tells us, still grow, and Billy's soul, learning the lessons of heavenly service, surely sees how the soul of the earthly book and friend have uplifted him to all eternity.

Let him plead with you to make such provision in relation of library and school, that what was done in his own case may be possible for all whose feet cross the threshold of our great public schools.

A second set of book notes, on the same plan as those described in *PUBLIC LIBRARIES*, 6:83 (February, 1901), has been received from the New York State library school. They include notes for 100 books, most of them published during the last year. These are written from the practical standpoint of usefulness to the reader, and are being used in an increasing number of public libraries by tipping them into the books themselves, opposite the front covers. In some libraries they are used also in the catalog. Sets may be obtained at 36 cents (4 cents additional for postage) by addressing Mrs S. C. Fairchild, State library, Albany, N. Y., or *PUBLIC LIBRARIES*, 215 Madison st., Chicago.

The Index and Review, published in Washington city, \$1 a year, gives a descriptive list of publications of the U. S. government published each month. A recent number contains an interesting article on the cataloging of government publications in the office of the superintendent of documents, Washington, by Alice C. Fichtenkam.

### McKinley Memorial Libraries for Public Schools

Mrs E. B. Heard, who is devoting her time to the circulation of traveling libraries throughout the rural districts of Georgia, Florida, and other parts of the southeast, has added to her already extensive system of traveling libraries a series to be known as the Wm. McKinley memorial series.

These libraries are to be sent to the schools which make the most improvement in the surroundings of their schoolhouses, painting of their buildings, ornamenting the grounds, planting trees, shrubs, etc.

The books composing the McKinley libraries will center on biography, description, travel, fiction, etc., all of an American flavor. The idea will be to encourage patriotism in the children of the south and to emphasize in them the characteristics and high ideals so exemplified in the life and purposes of Mr McKinley.

A number of people have already expressed their interest and willingness to aid in this movement. The McKinley series will be 12 in number, and each case will contain 50 books. These will be donated by the friends and admirers of the late lamented president throughout the United States. The books presented will bear the autograph of the donor, and when books are purchased with funds donated they will be neatly labeled with the name of the giver. These books will be cataloged and placed in substantial hardwood cases, and circulated in the regular way of traveling libraries.

A number of historical pictures, including a halftone picture of Mr McKinley, will be placed in these libraries to adorn the walls of the schoolhouses. Everything pertaining to the series will be of a high standard.

It is to be hoped that the Wm. McKinley libraries will do a great and lasting good, more than cold marble and bronze, in that character building which was so highly prized by the man whose name they are intended to honor.

### The Reading of Our Youth

Lettie M. Crafts, Assistant librarian, University of Minnesota

One of the gravest problems that we must face today is that of the reading of our young people—grave and important because its results are so far-reaching and so serious. Reading is not an accomplishment; it is one of the most potent factors in determining those qualities that go to make up character. Upon the kind of reading of the boys and girls of today depends the character of the men and women of tomorrow. We become like that which we love; hence the importance of the formation of a right literary taste in the young cannot be over-estimated.

It is safe to say that never before in the history of the world has the reading habit been so universal, especially among children. Nor is this to be wondered at, for librarians, teachers, parents, have all united to encourage this habit. And with what result? This—the publishers of the country have poured forth a flood of papers, magazines, and books for young people. Papers, magazines, and books filled for the most part, with impossible adventures of the "dime novel" type or sentimental twaddle, both alike giving false ideas of life, vitiating the taste and weakening the mind and morals. Recently a prominent physician said to the writer: I know dozens of our city boys whose every spare moment is devoted to reading books of adventure, and who, in vacation, spend all of their time in this way; they are regular little debauchees in literature. This means a weakening, a permanent weakening, of the mental fiber.

If the great mass of juvenile literature could be used for a gigantic bonfire some Fourth of July, it would be a fitting celebration of a second Declaration of independence, and a wonderful blessing to the world. I say "great mass" rather than all, because there are a few children's books that are pure and wholesome, but they are so much read by older people, and so much enjoyed

by them, that it seems a misnomer to call them juvenile books. Let us, parents, teachers, librarians, endeavor to create a public sentiment that will sweep all this worthless, harmful literature out of our public libraries, school libraries, our homes, and eventually out of the market. You think me an iconoclast; if so, I am not alone. Charles Dudley Warner says: I wish nobody had ever written a word for children. Of all the worst influences of modern life, one of the most direct is what is called children's literature. Hamilton W. Mabie adds his testimony in the following words: Of the great mass of books written specifically for children it is not too much to say that it is a sin to put them in the hands of those who have no standards, and are dependent upon the judgment and taste of their elders; a sin against the children's intelligence, growth, and character.

After these books have been banished do you think we shall find we have created an aching void? By no means; the world has an abundance of good literature, of books that are pure, wholesome, broadening, and strengthening. The best books are none too good for our boys and girls. It has been said that "the very highest use to which the finest results of human living and doing and thinking and speaking can be put is to feed the mind of a child in those memorable years when the spirit is finding itself and feeling the beauty of the world. This is the time when, as a rule, the intellectual fortunes of a child are settled for all time."

Sometimes we make the mistake of thinking that a child's reading needs no attention until he is 10 or 12 years old. In all probability his tastes are by that time quite definitely settled.

Those who have given much study and thought to the subject tell us that the foundations of one's literary taste are laid in the stories told him before he is able to read. Be this as it may, it is certainly true that just as soon as the child has learned to read, the greatest care and wisdom should be used in guiding him. Give him a large field of

literature in which to roam, but be sure that every book in it is wholesome and ennobling, and he will find his way then in safety.

The imagination and the judgment are two of the mental qualities most desirable to develop through reading. Do not underrate the imagination; "it is the chief source of human activity, the very mainspring of human progress. If our imagination did not picture to us better moral, political and social conditions than we now enjoy, we should make no effort toward the betterment of the world." Give to the young the records of the infancy of the world when imagination peopled the wood, the sea, the air with invisible beings. Have you ever seen a normal child with taste unspoiled who did not get the keenest enjoyment out of mythology, and Grimm's and Andersen's fairy tales? Give him the great world epics, the Iliad, the Odyssey, the Niebelungenlied, and the old ballads. Where is the boy or girl who will not follow with unflagging interest the fortunes of Ulysses? Dr Richard Burton tells of a boy of 15 who was absorbed in athletics, and felt only contempt for anything literary. From one of the best prose translations of the Odyssey Dr Burton read to him one canto each evening, carefully refraining from telling the boy that he was reading one of the great poems of the world. The lad became intensely interested in that old buccaneer, Ulysses. The mythology, the mystery, the movement of the story quickly won his enthusiastic attention, and he urged the reader on. A long step has been taken in the development of that boy's literary taste and judgment.

Æsop's fables, Robinson Crusoe, Pilgrim's progress—all appeal to the young mind. Shakespeare is a marvelous story-teller, and Lamb's Tales are appreciated by the little folks; Plutarch's Lives, sometimes called "the pasture of great souls," Hawthorne, Cooper, Irving, Dickens, Scott, Thackeray, Kingsley, Franklin's Autobiography, and a host of biographies that read like novels, and histories that hold

the attention from first to last—all these are excellent. What if some of the thoughts in these books are beyond the full comprehension of the youthful reader? So much the better. We all know that the mind "can receive and brood over and find delight in ideas it only dimly understands and more than this, such ideas are often the most nutritious food for growing minds."

How are we to get the young people to read these books, you ask? To obtain this result you yourself must be the first inspiring cause. Read these books yourself; you cannot read a good book and be enthusiastic about it without winning many to read it. But you can inspire no love for these books if you have not read them, and know them only by hearsay, while your own time is spent in reading the light, vapid fiction of today. Encourage the boys and girls to begin libraries of their own to be made up of only the best books, and urge that they read every one of these. Make them feel that a good book is worth reading more than once.

To help young readers one library had a "hero exhibit." Pictures of heroes, men and women, were placed on the walls and tables, and under each the name and a brief biographical sketch. Every child coming into the room was handed a paper with three questions: Who is your favorite hero? Why? What makes a hero? The result of this exhibition was a great increase in the calls for individual biographies, and to many a young person a new and delightful field of literature was opened. This same plan could be used to lead readers into other lines. Then there is the plan of the Utica schools which could be used by any teacher willing to try it. A list of books is placed before the scholars and they are urged, but are not required, to read at least two or four books, according to the grade, during the year. After reading a book the pupil reports to the teacher, and they talk it over together; sometimes the scholar's report is a written one. After this plan was adopted it was not an unusual sight to

see a teacher and a group of pupils at the public library, Saturday or after school hours, looking over the books; and in three years the number of books read by the pupils increased threefold. Books for this purpose are obtained from the public library and the school library.

In Boston the Children's aid society in 1887 devised the Children's home library movement, which has proved so successful in application that there are now over 64 such libraries in Boston, over 16 in Albany, and in a dozen or more other cities the plan has been adopted. For children from 8 to 14 years of age, 18 or 20 good books are put into a suitable case, and placed in the home of a child whose opportunities of owning and using books are meager. Nine other children of the neighborhood joined with this child, who is called the librarian, to form a group. By these and their families the books are read. Once a week a visitor goes to the home where the books are, and spends an hour with the group, talking of the books read, playing games, singing, telling stories, and possibly pursuing some definite line of study. These young people form a habit of reading, and realize the pleasure and benefit of having a library in the home. This work could be taken up by teachers, clubs, children's aid societies, missionary societies, Sunday-school teachers or individuals.

Whatever device is used to lead and guide young people in their choice of books, its success after all depends, as I have said, upon us. We, teacher, parent, librarian, must ourselves inspire these boys and girls, who look up to us for guidance, with a love for the highest and best through our own intense love for these qualities. We are dealing with immortal souls whose development will be deeply affected by the quality of the reading we give them—affected not only for time, but for eternity.

## Library Schools of Doubtful Value

By Melvil Dewey

In the 14 years since the first library school was opened in New York the standards of library training have steadily advanced, and the public rightly demands from any institution, offering a course in library science, a stronger faculty and better facilities than was thought to answer a dozen years ago. At the recent Montreal meeting of the American Library Association this question was discussed at some length in committee and section meetings. Every friend of library progress is glad to have any competent instructor offer his services in advancing knowledge of library methods, but there is great danger that the cause will be more harmed than helped by the zeal of the unequipped or incompetent. In repeated instances classes for library training have been advertised with great complacency, where the sole instruction offered was by persons with no established reputation for either skill or wisdom. The fact that some of them had taken a partial course in some library school, and, perhaps from lack of fitness for the work, had not been allowed to continue, only aggravates the offense against the profession of an announcement which ignores proper qualifications as a teacher and guide.

If, however, such self-complacent assumption of wisdom were limited to a personal announcement, or an offer of merely personal instruction, it would be less serious than the repeated cases in which institutions otherwise reputable have allowed their names to be used in connection with weak enterprises of this sort. The fault is, of course, of carelessness, not of intentional impropriety. The officers of the college or university have a vague impression that librarianship ought to be encouraged, and that their affirmative vote on the proposition to allow John Smith to offer such instruction in their name is a service to the good cause. Obviously such action is likely to lower all our standards and to mislead students, who with proper

facilities and instruction might achieve admirable results, into frittering away their time in the supposition that they are getting valuable training.

I learned recently of a certain university where the governing body voted to establish a course in library science without a dollar of appropriation or provision for any assistance, and yet this institution had a library of 30,000v., with four or five departmental libraries, not one of which is properly cataloged, and the overworked librarian has one home-trained assistant! We should all be glad to see an enthusiastic worker willing to give information and suggestions to anyone wishing to know how he managed his library; but to dignify all that would be possible under such circumstances by the name of a university course in library science shows a pathetic lack of appreciation of what library science has come to be.

Possibly the suggestion urged at Montreal may have to take definite form, and either an association composed of a few properly equipt schools, or else committees representing the American library association, may have to protect themselves against these pretentious announcements by some form of recognition for instruction that is worthy of the name, so that the public may know whether the courses offered deserve their confidence. It would be a very great misfortune if anything even remotely resembling the spirit of the trades union were to creep into our honored profession, and we hesitated at Montreal to adopt any suggestion that might seem to arrogate to a few schools the skill and wisdom required for proper instruction. I know from intimate acquaintance with the directors and faculties of those schools that their spirit is above criticism in this matter. But the evil against which they wish to guard is real. We all feel that it is a good thing to give as much and as good instruction as possible to anyone interested in receiving it; but we protest against belittling the fine work now done at great cost by strong faculties, by having otherwise reputa-

ble institutions announce what to the public seem to be exactly the same courses and the same work, and then to give to promising young men and women a return for their time and money utterly out of proportion to what might reasonably have been expected.

### A Circulating Library for the Blind

This library is at the Perkins institution in South Boston. It contains 12,821v. in different sorts of types invented for finger reading, and the rules are that any blind person may take out a book by the payment of the transportation charges. Those within the state's confines who cannot see and who wish to read, may call upon the state to aid them, and they do not entreat in vain who ask the state to do so.

The state legislature makes annual appropriations for the purpose to provide instruction for adult blind. This is given at their homes, several competent instructors being employed to travel from place to place, teaching the blind the cunning of finger reading.

The 12,821v. in the Perkins institution library does not mean so many different works. Embossed letters are large and require much room, so that works complete in a single volume of ordinary type require numerous volumes when printed for the blind. Take the Bible, for example. One volume suffices for all its books in ordinary type, but eight volumes are filled when its text is printed in the raised roman letters for finger reading, and 25 or more when printed in what is known as the braille type, and 64 when printed in moon type.

About 500 books are taken from this library annually by the adult blind in this state, and 100 more by the blind living outside Massachusetts.

Blind people find their reading rather expensive, as the volumes are bulky, and the postage in consequence considerable. The government might authorize the transmission of such literature to blind persons free of cost. The Canadian parliament enacted such a law in 1898.—*Boston Globe*.

### Size versus Decoration

Melvil Dewey, director New York State library

The great number of new buildings resulting from Mr Carnegie's munificence brings up practically in scores of places the old question of how much is to be spent in making an architectural monument at the expense of liberal provision for actual working needs. Those having this question to decide should remember a few well-known facts: All over the world the constant and almost invariable mistake is in making library buildings too small. There is threefold reason for this. The rapid growth of cities and larger towns where most libraries are built, demands larger quarters for libraries as it does for postoffices, railway stations, and other public buildings. In addition to this reason which holds for other buildings, there is one peculiar to books. Besides the millions printed in the past, records show 60,000 to 70,000 new ones annually, with numbers constantly increasing, so that the demand for housing books in central libraries, instead of trying to care for them in private houses, must steadily grow. They must be kept somewhere, and there is no doubt that whatever is now considered satisfactory provision for storage will be totally inadequate a few years hence.

Finally, the demand grows even faster that the library shall have, besides storage space, more rooms not only for general readers but also for children, newspaper readers, and for students of a variety of special subjects, like patents, art, etc., meeting in the cheapest way reasonable public demands. Study clubs, extension courses, and a score of other interests; meeting, class, and lecture rooms; museums of science, art, and history, cluster naturally around the public library, which is the recognized center for home education. In view of these facts it is seldom that any board of trustees has at its disposal money enough to justify elaborate decoration or the erection of architectural monuments, desirable as these may be in every community. Its first duty is

to look squarely in the face the inadequacy of nearly all existing library buildings for their actual needs, and to provide liberally for the future, realizing the threefold demands for growth. This means in smaller towns planning to have a light, dry basement that can be used for storage when pressure comes, and to have at least a second story over the main library rooms available for the rapidly growing allied work that certainly can be done better and more cheaply in the public library than elsewhere. When adequate provision has been made for all these things there will usually be no question for discussion, as the entire available fund will have been spent in a plain substantial building.

I believe heartily in beautiful libraries and schools, which ought to be the best pieces of architecture in each community. They exert an educating influence and are an infinitely better use of the money than to erect mere monuments or costly statuary. But I am discussing cases where choice must be made between architectural beauty and everyday needs of the library or school, and in most cases an elaborate and costly building too small for a library's future is as unwise as a beautiful new schoolhouse holding only half the teachers and would-be students, instead of a plain building large enough for actual needs. The architecturally beautiful building may be a source of pride as we drive with our visitors through the street, but it is not practical wisdom or good sense to throttle an obvious future rapid development by too narrow walls of masonry, at a time when the same money would be adequate to real needs if we would be content without ornamentation.

### Position Wanted

A young lady, a university graduate, A. B., and a student of two years in the Albany Library school, and seven years subsequent experience, would like a position. Letters and references. Address D, care of PUBLIC LIBRARIES.

### A Note of Warning

I wish to follow the timely editorial in *PUBLIC LIBRARIES* for January, on the vagaries of selecting architects for some of the new Carnegie libraries, with a few words on the care and cost of such buildings. It is a pity, a great pity, that many, if not most of these noble benefactions, are made to towns and cities where there is no library, no librarian, and no educated board of library directors. The object is to start a library by giving a fine building, with the proviso of an appropriation of one-tenth of the cost of the buildings, in most cases, for annual maintenance. The great temptation is to erect a building more or less unsuited to library purposes, and requiring more to keep it up, to make the necessary repairs and alterations, and to keep it clean, than should be necessary. It is perfectly feasible to put up a building so ornate and so adorned, of such materials and construction, as to require the whole amount of the annual appropriation to make repairs and alterations and to keep it clean. This is especially true of buildings costing from \$25,000 to \$50,000, as they are more likely to fall a prey to local architects who know nothing and care nothing about library buildings.

Marbles, mosaics, carvings, screens, terrazzo floors, mahogany and antique oak, plate and stained glass, nickel and brass, copper and wrought iron, all require to be kept up in appropriate style. The necessary alterations and repairs must be in same style and materials or the effect will be to spoil the building. I know of one fireproof building with small income which is hampered by this very thing. Dirt looks more out of place in marble halls than it does in a log cabin. The mere item of suitable janitor work will eat up much of the annual appropriation; and if you do not pay for good work and allow ample time you will not get it. Your finish is liable to be spoiled, your terrazzo and mosaic floors so stained and grimed as not to be cleaned, the polish taken off the

marbles and Mexican onyx, and delicate carvings ruined. As noted before, good janitor service takes time as well as strength and fidelity, and is expensive. Cheap janitor service is, to be sure, better than none, but that is about all that can be said for it. If the janitor work is skimped, the beautiful effect of the building is soon spoiled by dirt and grime, and the building soon has a degenerate, hand-me-down look. Better is a plain building well cared for than a fine building looking like some of our town halls and schoolhouses, and full of odors, dirty, stained, and disreputable.

DR G. E. WIRE.

Worcester County law library, Worcester, Mass.

Jan. 25, 1902.

A RECENT book of more than passing interest is the *Elements of architecture*, a reproduction of a famous work of the seventeenth century by Sir Henry Wotton. The quaint form and phraseology embody many bits of wisdom and sound sense on buildings that have not yet lost their force. The author was a man of influence in his day, and represented England at several courts in Italy, where he gave much thought to the art of the time and place. He was a friend of Isaac Walton, who wrote his life. He was the first English writer to attempt a practical manual of architecture. It is a very interesting bit of work even today. The book at hand is printed on imported handmade antique paper, and bound in art vellum. It is in a limited edition, published for Guy Kirkham, F. A. I. A., of Springfield, Mass., and is in its makeup itself a work of art.

We need the following back numbers of *PUBLIC LIBRARIES* to complete their respective volumes: vol. 1, June, 1896; vol. 3, April, 1898; vol. 3, Oct., 1898; vol. 5, Jan., 1900; vol. 5, May, 1900; June, 1900. We shall be glad to hear from anyone having these numbers to dispose of.

### Library Schools

#### Drexel

The class have again been exercising their ingenuity on picture bulletins, and have produced some creditable examples on air-ships, our animal friends, coronations, Oriental rugs, the Isthmian canal, and numerous other timely topics.

Florence E. Wheeler, class of 1900, has recently been appointed librarian of the Leominster (Mass.) Public library, in which she has been an assistant.

Inex Mortland, class of 1901, is engaged in cataloging the library of the State university of Louisiana at Baton Rouge.

Caroline B. Perkins, class of 1901, has left her position in the West Philadelphia branch of the free library, to become an assistant in the Mercantile library of Philadelphia.

#### New York

C. W. Andrews, librarian of the John Crerar library, Chicago, has accepted the invitation of the New York State library school alumni association to fill the Alumni lectureship this year. He will speak on the Bibliography of science June 2, 3, and 4. All former students who find it convenient to attend will be cordially welcomed.

The Alumni lectureship has been filled as follows: W. H. Brett (1896); Herbert Putnam (1898); Frank A. Hutchins (1899); Dr E. C. Richardson (1901). The present plan, which involves the printing of the lectures, was happily inaugurated last year by Dr Richardson's lectures, issued by Scribner under the title *Classification*, and already reviewed in *PUBLIC LIBRARIES*.

The next five-year edition of the Register of the school is in preparation by Miss Woodworth. It will cover the period 1887 to date, the last Register stopping at 1897. Membership in the American Library Association, in state associations, and in the Alumni association, will be included in the Register.

Edith D. Fuller is giving her courses in dictionary cataloging.

The senior class enter heartily into the discussion of timely subjects taken up in the semi-monthly trustees meetings. The following subjects have been thus far considered:

Branch libraries versus delivery stations and versus free delivery; Dictionaries versus classed catalogs; The use of the typewriter in supplementing printed cards; Reserve of study club books; Children's work; Shall the trustees or the librarian select the books for a small library? MRS S. C. FAIRCHILD.

#### Pratt

The course in Works of reference for high school teachers, begun in October, 1901, ended the third week in January, 1902; 13 teachers from the Girls' high school, teachers of English literature, history, German, and French, applied for the course, which was arranged especially for them, and there were seldom fewer than 11 in attendance on the 10 weekly lectures. The following classes of books were taken up: general encyclopedias, dictionaries, biographical dictionaries; reference books in literature, music, art, religion, geography, sociology, and historical and miscellaneous reference books, also a few generally useful trade-bibliographies. When there was time, problems were given out to be looked up in the books mentioned in the day's lecture, and careful notes were taken. Expressions of satisfaction with the course were heard on every hand, and of conviction that the notes taken would be exceedingly serviceable. The books referred to were brought into the class and examined, so that the acquaintance might be with the book as well as with the title.

The sclas of 1902 will make the usual spring vacation visits to libraries, this year to those in Washington and Baltimore, the dates chosen being March 27 to April 3. It is quite likely that the school will also attend the conference in Boston and Magnolia from June 14 to 19, returning in time for the Pratt institute commencement the evening of the 19th.

Mary F. Isom, classes 1900-1901, has been appointed librarian of the public library of Portland, Ore., recently made free. Harriet Gooch, class of '98, has been made head cataloger.

Bertha F. Hatheway, class of 1901, has been engaged to reorganize the library of the St Johnsbury (Vt.) atheneum.

Esther B. Owen, class of '99, has been engaged as reference assistant in the Hartford Public library, succeeding Grace Child.

In February the library school had the pleasure of a visit from Mrs Salome Cutler Fairchild, of the New York State library school, who lectured before the students on the subject of Book annotation; from Mary Emogene Hazeltine, of the James Prendergast Free library, Jamestown, N. Y., who spoke on Some economies in small libraries—followed by a short talk on the work in Children's libraries; and from Miss Hewins, of the Hartford Public library, whose topic was Book reviews.

The annual luncheon and business meeting of the Graduates' association of the Pratt institute library school was held in New York on January 30, 55 members being present. This social meeting is one of the means whereby the members are kept in touch with one another and with the library world in general.

The association entertained Mrs Fairchild of Albany as its guest of honor, and received her brief address of greeting and good-fellowship with applause. She spoke of the solidarity existing among library-school graduates as the result not of clannishness, but of a unity and aim, and more especially of a similarity of point of view and breadth of vision, which special educational training in any line gives in contradistinction to that gained by entering the same field of work by other paths. This breadth of vision the library school seeks to give by teaching principles, not facts, and by fostering mental plasticity in the student for their application.

Following Mrs Fairchild's address, Miss Plummer read an interesting paper

on the changes in the course of study in the Pratt institute library school since 1896, changes that have helped in placing the school on its present solid footing. The aim has been to give strength to the course by greater attention to certain subjects, and at the same time to insure elasticity in meeting individual needs, reached by a conservative introduction of the elective system. Miss Plummer's paper was written along the lines of a circular which had been sent out that the school might feel the pulse of criticism of its active graduates. She pointed out that certain suggestions made by them were not practicable, that others had already been adopted, and finally quoted excerpts from the answers received—answers representative of the various fields of library work. These expressed strong appreciation of the all-round training of the school.

After the speeches the necessary business of the association was discharged, reports were heard, officers for the year elected, and the constitution amended. Miss Rathbone made an informal report on the Lake Placid meeting of last fall. New officers were elected as follows: Susan A. Hutchinson, librarian of the Brooklyn institute, president; Susan Clendenin, of the Y. W. C. A. library, New York, vice-president; Annie Katharine Emery, of the Brooklyn public library, secretary; and Annie Mackenzie, Pratt institute free library, treasurer.

After voting to use the surplus funds of the association for the purchase of a complete home library outfit for the Library chapter of the Neighborhood association of Pratt institute, the meeting adjourned.

EDITH P. BUCKNAM ('98),  
Acting Secretary

#### Summer schools

##### California

A summer school of library science will be conducted this year at the University of California, by Mary Floyd Williams, assisted by Librarian J. C. Rowell, and Assistant Librarian J. D.

Layman. It is intended for those who already have library experience, or are actually engaged in library work. The class will be limited to 20 (possibly 25) students.

#### Indianapolis

The public library commission of Indiana will conduct a training class at Indianapolis April 17 to May 15, 1902. Only those occupying library positions, or under definite appointment to them, will be admitted.

There will be no tuition charged to residents of Indiana, but there will be a registration fee of \$1. Non-residents of Indiana will be charged \$10. Five dollars will cover cost of supplies. Board may be had at \$7 a week.

All phases of library work will be covered by persons competent to present them. The supervision of the work will be in charge of Merica Hoagland, library organizer of the commission. Harriet L. Eaton, a graduate of Pratt institute library school, will give the technical instruction.

#### Bibliographical Society of Chicago

At the January meeting it was suggested, that library boards could do much to promote bibliographical work by giving such members of their staff that had shown special aptness for it opportunities to do such work during library hours. The matter was referred to the council, which was asked to consider what the society could do to promote the suggestion.

The secretary, Mr. Josephson, read a short paper on Some bibliographical desiderata, dwelling particularly on Prof. Dziatzko's plan for a general catalog of incunabula. He also outlined briefly his plan for a bibliographical institute, which was laid before the society about a year ago. The council was asked to consider whether the society could take any steps in order to interest institutions or individuals in the founding of such an institute, which naturally would need quite a considerable endowment.

#### A. L. A. Meeting, 1902

In the preliminary announcement sent out by F. W. Faxon, secretary of the A. L. A., one may glean some idea of what the meeting will be. Some changes have been made in manner of preparation for the meeting. Notices and programs will be sent only to those whose names are given to the secretary.

Rooming will be done by an A. L. A. hotel committee and not by the hotel. The three largest hotels which have been selected as headquarters at Magnolia Beach have reduced their usual prices of \$5 and \$6 a day, as follows; \$2.50 per day two in a room, double bed; \$2.75 a day two in a room, single beds; \$3.50 a day single room, one person.

The secretary will be glad to arrange for all who write him, and he requests a letter from those intending to be present covering the following points: (a) Will you attend Boston portion of the conference? (b) Will hotel accommodations there be desired? (c) Would you prefer accommodations Saturday night or over Sunday at the home of some member of the Massachusetts Library club? The local committee feel that some who might not care to go to the expense of a hotel for these preliminary days would attend if they could be entertained for this time. (d) Date when Magnolia room is wanted (Saturday, Sunday, or Monday). (e) Name of roommate, or suggestions to aid committee in helping you select one. (f) Price of room desired. (g) Others from your library who will probably go. (h) Will you probably take one of the post-conference trips, and which one? Such an advance statement of your probable course will greatly aid the local committees in all their plans.

Railroad fare will probably be the usual one and one-third fare allowed to the A. L. A.

Detailed announcements concerning program, hotels, and excursions will be sent to all members and others who request them about May 1.

### Library Meetings

**Chicago**—The regular meeting of the Chicago Library club was held at the public library Thursday evening, February 13. In the absence of the president and vice-presidents, Mabel McIlvaine, who was in charge of the program for the evening, was elected as chairman. Mary E. Downey and Jennie M. Dignum were elected to membership. For the committee on library work at the county jail, Mr Roden reported a recommendation that the club make an annual appropriation, to be expended under the direction of the committee, for the jail library. Mr Roden paid a glowing tribute to W. R. Moss, a public spirited Chicago attorney, who has voluntarily looked after this library for several years, giving many of his evenings to the work. At the request of the committee Mr Moss was in attendance at the meeting, and, upon invitation, he addressed the club, presenting a vigorous and vivid description of the work that he was doing at the jail. He thought that the club could be most helpful by securing donations of money for the purchase of selected lists of new books, by advising in the selection of those books, and by appointing some one who might always be appealed to for information on technical questions pertaining to library work. The matter was referred to the executive committee for consideration, and report. Miss Ahern's report from the committee on library and school relations was made a special order for the next meeting. Prof. James Westfall Thompson of the University of Chicago, the speaker of the evening, then addressed the club on—France since the Dreyfus case. It was a most interesting and instructive address, in which Faure, Loubet, Waldeck-Rousseau, Marchand, Dreyfus, and other prominent characters, the army, the clericals, the socialists, the nationalists, and other political parties, were all introduced to the audience in rapid succession, giving a most comprehensive, and, at the same time, a very clear insight into the troubles and perplexities

of modern France. A hearty vote of thanks was extended to the speaker. It has been suggested that it would be well for the club to arrange for frequent scholarly addresses in the various fields of knowledge, that our members (who are all busy and have little time for study and reading) may keep better posted as to what is going on in the great world.

**Long Island**—The February meeting of the Long Island Library club was held at Pratt institute library, Brooklyn, on February 6, at three o'clock. The program was very interesting, and brought together a large attendance of members of the club, students in the library school, and others. The walls of the room were closely covered with beautiful water-color paintings of flowers, and gave an added interest to the occasion.

The first address was made by Miss Hazeltine, president of the State association, on the subject of Library institutes. The speaker related how the idea was first suggested at the annual meeting at Lake Placid. These meetings, delightful as they are, however, reach only a small part of the librarians of the state, and do not include those connected with the smaller libraries. In order to reach and aid the librarians who are unable to attend the meetings at Lake Placid, the library institute has been planned. Like the teachers' institute, the aim is not only to give information, but inspiration also.

In accordance with the spirit of the proposed plan five persons volunteered to give such assistance as they are able to any librarians desiring it.

The president announced that a special meeting of the club will be held by invitation at the rooms of the Grolier club on Friday, February 21, at three o'clock.

A letter was read from Miss Foote, secretary of the New York Library club, inviting the members to attend the meetings of the sister club, and asking any who desire notices of the regular meetings to notify Miss Foote, Astor building, New York.

The subject, Pictures and other illustrative material in reference work, was discussed by Miss Stevens of the Pratt institute high school, Miss Osgood of Boston, Miss Bass of Barnard college, and E. W. Gaillard, librarian of the Webster Free library, New York. The first speaker showed how her pupils are aided in the study of Greek and Roman history by the use of photographs of the famous buildings, or the statues of the gods and heroes. It is impossible to give the proper amount of life without pictures. Miss Osgood advocated the use always of the best pictures which can be procured, as the cheaper reproductions do not give what artists call "values." She illustrated the subject by giving incidents in the lives of several painters, and set forth the necessity of studying the lives of the artists in connection with the great paintings. Miss Bass related in how many pleasant ways the students of the Polytechnic institute were aided in their study of history by the use of photographs placed in the classroom. Miss Stevens mentioned that the portraits of rulers and leaders could be used to great advantage in connection with the study of modern history, because throwing light on their characters. Mr Gaillard suggested that as all librarians cannot have fine pictures, but must use some of the cheaper kind, other illustrative material may be used and loaned as well as books, such as minerals, casts of statues, anatomical models, boxes of specimens illustrating the life history of insects, etc.

A subject of very practical interest to many of the librarians was presented by Miss Hunt, Children's librarian at the Newark Public library. In her paper on the Classification of children's story books, she told how she had solved the problem of bringing together the Indian stories, stories of the Civil war, etc., by shelving such books with other books on the same subjects which are non-fiction.

The audience was invited to inspect the exhibition of Mrs Rowan's paintings which adorned the room, and many

persons remained after the meeting adjourned to examine them in detail.

MIRIAM S. DRAPER, Sec'y.

**Pennsylvania**—The meeting of the Pennsylvania Library club was held on Monday, February 10, in the lecture room of the Free library of Philadelphia, 1217 Chestnut st., when Dr Jastrow, the president, presided. After the conclusion of the usual routine business a most interesting paper was read by John Thomson, on the subject of The chronicles and memorials forming the Master of the rolls' series.

These might, in one sense, almost be called incunabula, except for the reason that they were never printed. They are a series of chronicles and memorials, the latter comprising letters, poems, and many similar literary products embracing the period from the earliest time of British history down to the end of the reign of Henry VII, or about the year 1500.

These books will never be of general use to any but special students until a descriptive catalog with a complete subject and biographical index is prepared.

At the conclusion of the address a long discussion ensued, and Dr Jastrow suggested that inquiries should be made among the different libraries and associations interested in this matter, whether a sufficient fund could be raised to enable the catalog raisonné and indexes, spoken of by Mr Thomson, to be printed. Mr Thomson said that he had been at work on this matter for several years, and the whole thing could be printed within a year if the necessary funds were forthcoming. Many interesting criticisms were offered, and what would have been ordinarily a "dry topic" proved a matter of considerable general interest.

An announcement was made that the annual Bi-state meeting of the Pennsylvania and New Jersey library clubs would be held at Atlantic City on March 14 and 15, and that the headquarters would be the Grand Atlantic hotel, as usual, and that several of the leading librarians had promised to be present.

### News from the Field

The Harvard law school is to have a new library building.

Prescott C. Rice, for 29 years public librarian of Fitchburg, Mass., died January 26.

The Harvard Union library has received a gift of 400 books from J. B. Gerrish of the class of '71.

The Boston Public library will receive \$100,000 for its book fund from the estate of R. C. Billings, who died three years ago.

Hiller C. Wellman of the Brookline (Mass.) public library has been asked to take the vacancy at the Springfield city library.

The Providence (R. I.) Public library has issued a list of books by Catholic writers added to the library during the past year. The list has been highly commended by the Catholic clergy and publications in Providence.

The Harvard university library report calls attention strongly to the crowded conditions of the library. A complete recount of the books and pamphlets, the first since 1878, shows 387,097 of the former and 32,817 of the latter.

### Central Atlantic

Amsterdam, N. Y., has received a gift of \$25,000 from Mr Carnegie on the usual terms

Gloversville, N. Y., has been offered \$50,000 by Mr Carnegie for a library building, on the usual terms.

The Washington Co. Free library, at Hagerstown, Md. has issued an annotated graded list of books for nature study.

A bill has been introduced into the New Jersey legislature providing for the appointment of two women on every library board in that state.

The last annual report of the Syracuse (N. Y.) Public library contains two cuts of its proposed new building—one of the exterior and one of the first floor plan.

Passaic, N. J., will have a beautiful new library as a memorial to Jane Watson Reid. It will be built of Bedford stone, with copper roof, and in Grecian-Ionic style of architecture.

The public library at Paterson, N. J., with nearly 200,000v., was totally destroyed in the recent fire. Mrs Mary E. Ryle of Paterson has offered \$100,000 toward rebuilding the library.

The Carnegie library at Allegheny City, Pa., reports an increase in circulation of 72,648v., 65 per cent of fiction, a decrease of 11 per cent from figures of 1900. The library contains 13,637v.

The Niagara Falls (N. Y.) public library celebrated its sixth birthday by a book social, February 1, at which a goodly number of books were given the library, and a very enjoyable evening spent.

The annual report of the State librarian of New Jersey shows additions to the library in the past year to be 3528v., making a total of 58,370v. in the library. There are 62 traveling libraries, containing 3000v., sent out from the State library.

The Carnegie library of Braddock, Pa., reports 30,839v. in the library, an increase of 5615v. for the year; registered readers 10,497, an increase of 2272; circulation, 184,573v., an increase of 21,277v.; use of fiction 66 per cent., a decrease of 3.7 per cent.

The Brooklyn library has been turned over to the Brooklyn Public library. The library now contains over 160,000v., and, with its building, represents a value of not less than \$750,000. Its books, papers, and periodicals have been gathered during a period of more than 40 years, and they form a collection that it would be now impossible to duplicate and difficult to equal.

The Buffalo Public library shows 169,728v. in use, with a home circulation of 966,450v.; per cent of fiction, .656, a decrease of 1.5 per cent; books in the children's room, 7762, with a circulation of 84,425v.; books in 33 schools, 25,114.

with home circulation of 233,102v. Traveling libraries, 84; distributed as follows: 32 firehouses, 6 police stations, 5 hospitals, for use of staff; 10 societies, 21 teachers or schools outside of the regular supply. Eight delivery stations are maintained and 3 branch libraries. The library has lost 683 books, of which no account can be made, in 1898-1901.

#### Central

Port Huron, Mich., has received an offer of \$40,000 from Mr Carnegie on the usual terms.

Xenia, Ohio, has received \$20,000 from Mr Carnegie for a library building on the usual conditions.

Hartford City, Ind., has been offered \$15,000 for a library building by Mr Carnegie on the usual terms.

Greencastle, Ind., has received \$10,000 for a library building from Mr Carnegie on the usual conditions.

Andrew Carnegie has given \$17,500 to Kenton, Ohio, for a library building, on condition that the town give \$10,000 in addition.

Ella May Edwards of the New York State library school, '94-'95, has been engaged for six months to catalog the public library at South Bend, Ind.

J. G. Schmidlapp of Cincinnati will build a \$100,000 memorial library building, devoted exclusively to art, on the ground set apart for art purposes by the city in Eden park.

The Brumback Library at Van Wert, Ohio, reports a home circulation of 27,562v., with 6572v. on the shelves. No record is kept of circulation through sub-stations outside the town.

Caroline M. Russel, assistant librarian at Simmons' library, Kenosha, Wis., resigned her position to be married, February 5, to G. D. Blackman. Cora Frantz has been appointed to the vacancy.

W. E. Henry, librarian of the Indiana state library, is about to publish in book form a compilation, Political platforms

of the two dominant parties of Indiana, 1850-1900. The edition is to be small and privately printed.

The annual report of the St Louis Public library gives 21,225v. added during the year. The total issue in all departments was 990,197v., an increase of more than 70,000v. over 1900. The reference room showed an increased use of 31,264v.

The report of the Cincinnati Library society for the blind in connection with the public library of this city, contains much interesting material. This is a movement carried on very effectively entirely through volunteer work and subscription. About \$1600 in money has been given, besides a large measure of personal service. Regular classes in reading and writing are kept up, special readings are given, and the personal comfort of the blind is cared for.

The Minnesota Library commission makes the following report on the traveling libraries under its control: During the winter of 1901 there were 100 libraries of 50v. each, and 45 libraries of 25v. each in circulation. The total circulation was 41,645, or nearly seven times for each book. If a city library should circulate its books at the same rate, the circulation would be considered phenomenal. The total number of borrowers was 7037. Two-thirds of the places borrowing the libraries are country communities who would otherwise have no library opportunities whatever. In the towns the traveling library has many times given the impetus to a permanent library. In the fall of 1901 other libraries were added, making a total of 125 libraries of 50v. and 60 libraries of 25v. This means 185 libraries containing 7750 books now in circulation.

#### South

Adaline Benson, Rockwell, N. Y. '98-'99, has been appointed assistant librarian at Hampton institute, Hampton, Va.

Rutherford Birchard Hayes, eldest son of R. P. Hayes, formerly secretary

of the A. L. A., died at Asheville, N. C., February 2.

The New Orleans papers of January 27 contain a classified list of the books added to the Howard memorial and to the Fisk free and public library during the year 1901.

The report of Miss Campbell, librarian of the Y. M. A. library of Augusta, Ga., shows a circulation of 6912v., with 9530v. on the shelves. This is a subscription library.

#### West

Ross C. Irvine has been elected librarian of the new Carnegie library at Cheyenne, Wyo.

Mary C. Gardiner, who has been acting librarian of the public library at Helena, Mont., for the last two years, has been elected librarian.

The city of Denver has bought a site for a new library building on Colfax av., between South Fourteenth and South Fifteenth st. The site chosen, 150 by 320 feet, abuts on four streets, and cost \$98,000.

A handsome bronze tablet, with an inscription on it bearing acknowledgment of the generosity of Andrew Carnegie in providing means for rebuilding the library, has been placed near the entrance to the main floor of the public library of Lincoln, Neb.

The annual report of the Omaha Public library shows an increase in the scope of the work and a deepening of the interest of the public. This is largely due to the establishment of branch libraries. The circulation was 204,418v.; additions, 4169v. The establishment of a bindery in the basement of the library has given great satisfaction, being a saving in money and in the time books are absent from the shelves.

#### Foreign

The annual report of the Lindsay (Ont.), Public library shows a total increase in circulation of 12+ per cent.

Mr Carnegie has given \$10,000 to Lindsay, \$15,000 to Sarnia, and \$20,000 to Guelph, all in Ontario, for public libraries, on the usual conditions.

The second annual meeting of the Ontario Library association will be held in Toronto, Monday and Tuesday, March 31 and April 1.

The professor of history at Oxford university has been appointed to select a private library of speeches and biographies of players, men of letters, and printers, for Mr Carnegie. The collection, for which an immediate outlay of \$50,000 has been authorized, will be placed in Skibo castle in Scotland.

Efforts are being made by the U. S. Consul Gen. P. C. Hanna to induce Mr Carnegie to give \$4,000,000 for libraries in Mexico at Monterey, Chihuahua, Durango, Tampico, Torreon, and San Luis Potosi. The establishment of a large steel plant at Monterey has taken large numbers of skilled workmen there from the United States.

Gilbert Parker, the novelist, has presented to the city of Belleville a fine public library building and to Queen's university, Kingston, Ont., a set of portraits of the governors of Canada from 1612 to date, with their autographs. The set is valued at \$5000 and was collected during years past throughout Europe and America.

A granite monument has been placed at the grave of Edward Edwards, the pioneer of free libraries in England, by Thomas Greenwood. He was the strong factor in the passage of the library bills of 1845-50. He was a member of the British museum staff from 1838 to 1850 and was the first librarian appointed under the acts, his post being Manchester, where he wrote and worked for libraries till his death in 1886.

A graduate of University of Zurich, holding a doctor's degree and a master of several languages, wishes a position in a library where such knowledge can be utilized. Address Box 185, Faculty exchange, University of Chicago, Chicago.

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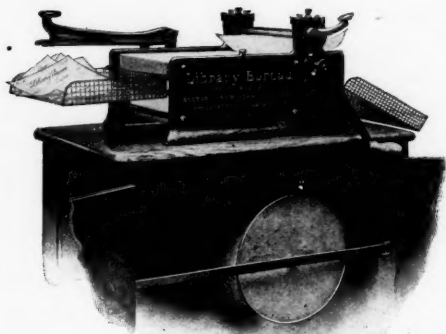
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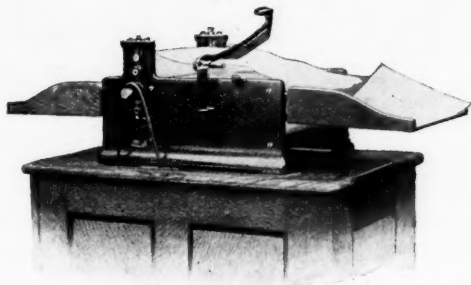
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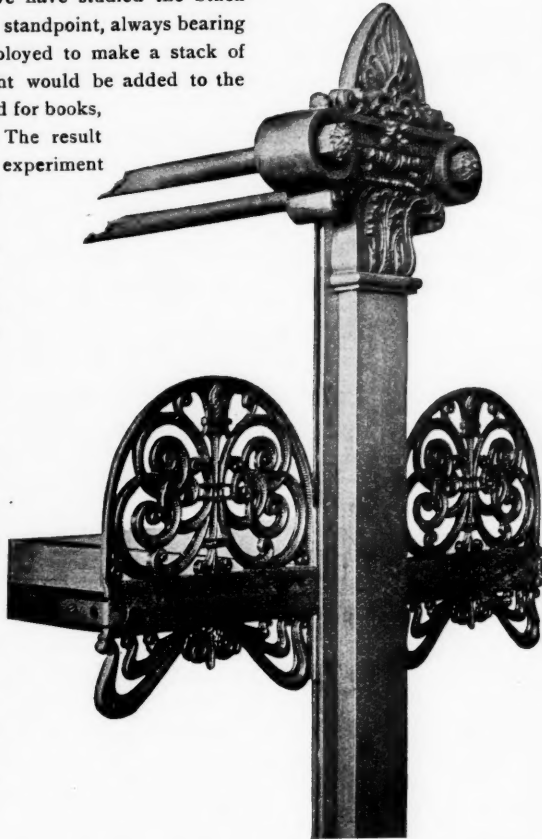
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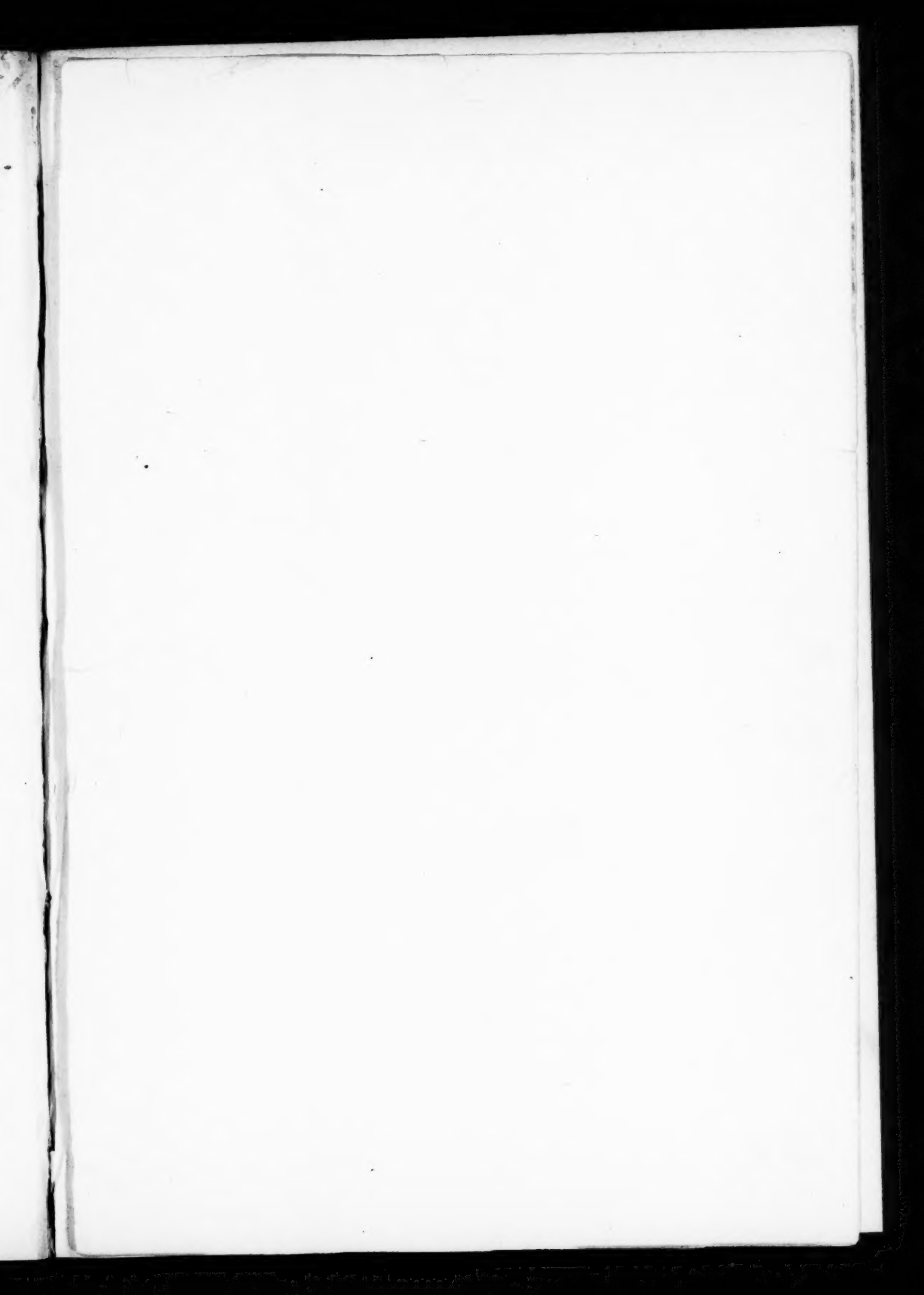
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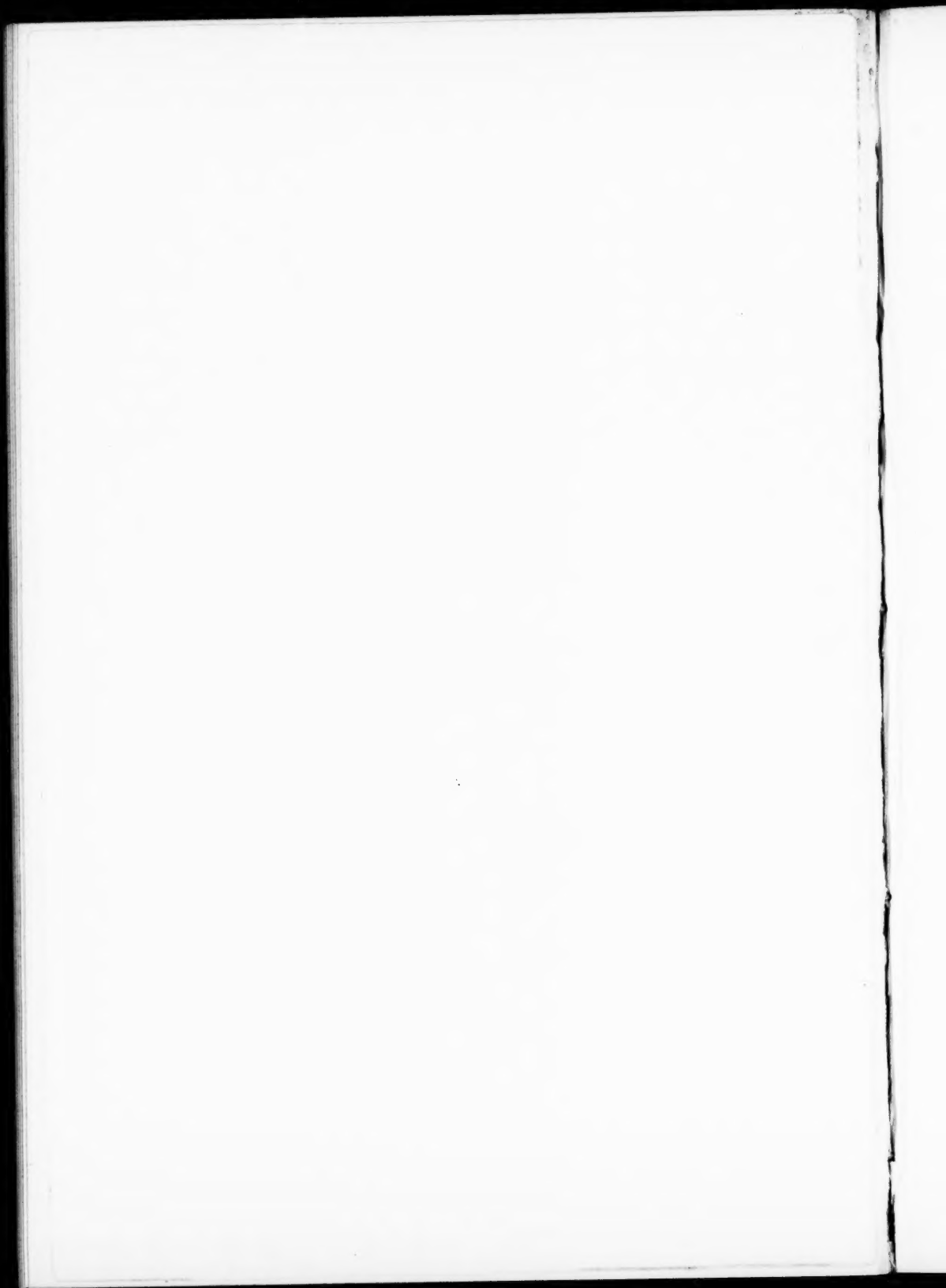
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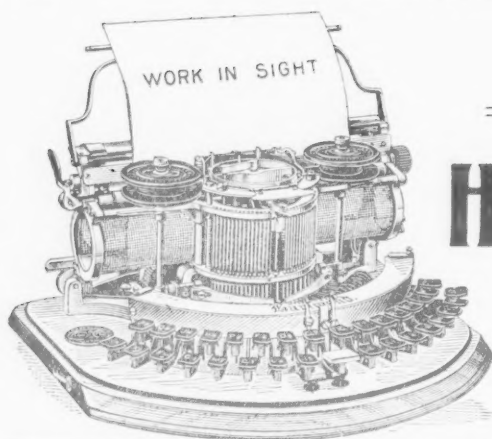
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